



DISTRICT PROGRESS REPORT

Fall 2019

Message from the Superintendent

Natomas Unified School District has made many improvements in our schools and we are committed to sharing that progress transparently with our community. This District Progress Report provides a snapshot in time of the different ways we measure our success in preparing students for college and career.

In these pages, we show where we are succeeding, where we are making progress, and where we need to improve. We are pleased to celebrate good news and take actions to address areas of need. Although this report is only prepared twice a year, know that we review data regularly in principal meetings, staff meetings, and in the Boardroom.

I am proud of our efforts and our great staff, strong Board leadership, and a wonderful community. I hope you will find this report as valuable as I do and use it as a tool to talk with your teachers and school principal about what this means for your students and our community.

- Chris Evans, Superintendent

Message from the Board President

Our role as the Board is to lead Natomas Unified School District as the governance team. One of the ways we do that is to monitor our progress through the use of data and reports and share that transparently with you, members of the public.

I am pleased that many of our metrics show that things are going in the right direction, but I am most proud that we remain committed to looking at student progress over time for a number of student groups. Here in Natomas, our students of color and students of poverty are exceeding county and state graduation and college going rates and our English Learners are outperforming many others on their progress toward English Language Development.

Whether you are a student, parent, guardian, teacher, staff member, or community member, you should be proud. We are not resting on past successes, however, because there is so much important work ahead to help even more students graduate as college and career ready.

- Dr. Susan Heredia, NUSD Board President



BOARD OF TRUSTEES

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President

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Building on a commitment to excellence and achievement, the District Progress Report measures our progress over time to achieve our district Vision and Goals. Over the past seven years, some of our successes include:

- Increased enrollment to 16,000 students
- Increased graduation rates, lowered dropout rates, and increased college going rates
- Became a leader in Sacramento County for the percent of graduates meeting requirements to enroll in the University of California or California State University systems
- Became the first school district in Sacramento to offer an International Baccalaureate continuum from Transitional Kindergarten through 12th grade
- Expanded access to Gifted and Talented Education (GATE)
- Won national recognition by the College Board for Advanced Placement (AP) access and success
- Launched the academically rigorous AP Capstone Diploma program at Natomas High School
- Implemented a California Early College Academy where high school students earn college credits at American River College while attending high school
- Launched an elementary school sports program to promote engagement, school spirit, health and wellness
- Launched a free food locker to serve needy families, with staffing provided by the District's Adult Transition Program that helps young adults ages 18 to 22 overcome mental or physical challenges by teaching them skills for living independently and getting a job
- Received statewide recognition by the California Department of Education for exemplary practices at multiple schools
- Received recognition by California CORE Districts for academic achievements at multiple schools
- Expanded Career Technical Education opportunities, including Auto Technology, Broadcast Media, Building and Construction Trades, Culinary Arts, Digital Media, Engineering, Health, and Public Safety
- Won voter passage of Measure J and Measure L, school bonds to fund construction, renovation, security and other projects
- Opened the B. Teri Burns Health Clinic at Natomas High School to provide basic care, vaccinations, flu shots, and informational workshops
- Provide free on-campus SAT college admissions test program for all 11th graders, and a free, on-campus PSAT test program for all 10th graders
- Received statewide awards for best practices in Constituent and Customer Services, Nutrition Services, and K-12 Continuum of Social-Emotional Support for students' behavioral and mental health needs
- Expanded technology infrastructure to support roll-out of thousands of student chromebooks so every two teachers have at least one cart to share and use daily in their classrooms

VISION

All NUSD students graduate as college and career ready, productive, responsible, and engaged global citizens

The NUSD graduation rate is 96% and the a-g rate is 70%, topping the State grad rate of 83% and a-g rate of 50%

Core Beliefs

Every student can learn and succeed

Disparity and disproportionality can and must be eliminated

Our diversity is a strength

Staff must be committed, collaborative, caring, and exemplary

The District Progress Report is a snapshot of our efforts to prepare all of our students to graduate as college and career ready, productive, responsible, and engaged global citizens in alignment with our Core Beliefs. It keeps us focused on supporting all of our students with attention on specific groups of students, and also provides consistency and reassurance that these priorities will be monitored and shared regularly.

The District Progress Report is a tool for measuring our progress aligned to our Theory of Action for Student Success, a Board policy that states:





The Board of Trustees believes that “progress over time” is more essential than a snapshot in time of student achievement results. The Board of Trustees will monitor student and staff progress over time following the Cycle of Continuous Learning and Improvement (CCLI) for these Theory of Action elements to make policy and budgeting decisions to ensure that student success remains the primary focus of the Natomas Unified staff.

Continuous Improvement does not mean that scores will improve every year. Successful school districts, just like successful companies, may have years without growth, or even declines. Like other successful organizations, we can learn from mistakes, celebrate successes, and make continuous improvement over time.

This District Progress Report is a tool for parents, guardians, teachers, students, and community members to monitor our performance and our progress. It communicates what matters most for our system-wide performance and improvement.







The indicators below provide information to our stakeholders about how well we are doing and whether or not we are improving. They are meant to inform our local work and are also aligned to California performance targets. Continuous improvement means there may be years without growth, but what matters is that we continuously improve over time. On the following pages, each district metric is defined showing the current performance as well as the trend over time.

Current Performance Indicators

	High performance, meets or exceeds target
	Medium performance
	Low performance
	Not yet determined

Trend Indicators and Change over Time

No arrow or line means there was no data to compare

		Improved performance, or meets or exceeds target
		Little or no change, or inconsistent
		Declining performance

The metrics on the following pages provide a snapshot of current data, as well as progress over time. For each metric, a description is provided along with a target and some of the current actions to reach that target. All of the metrics have been updated from the Spring 2019 DPR except for metrics underlined below which do not have new results at this time of the year.

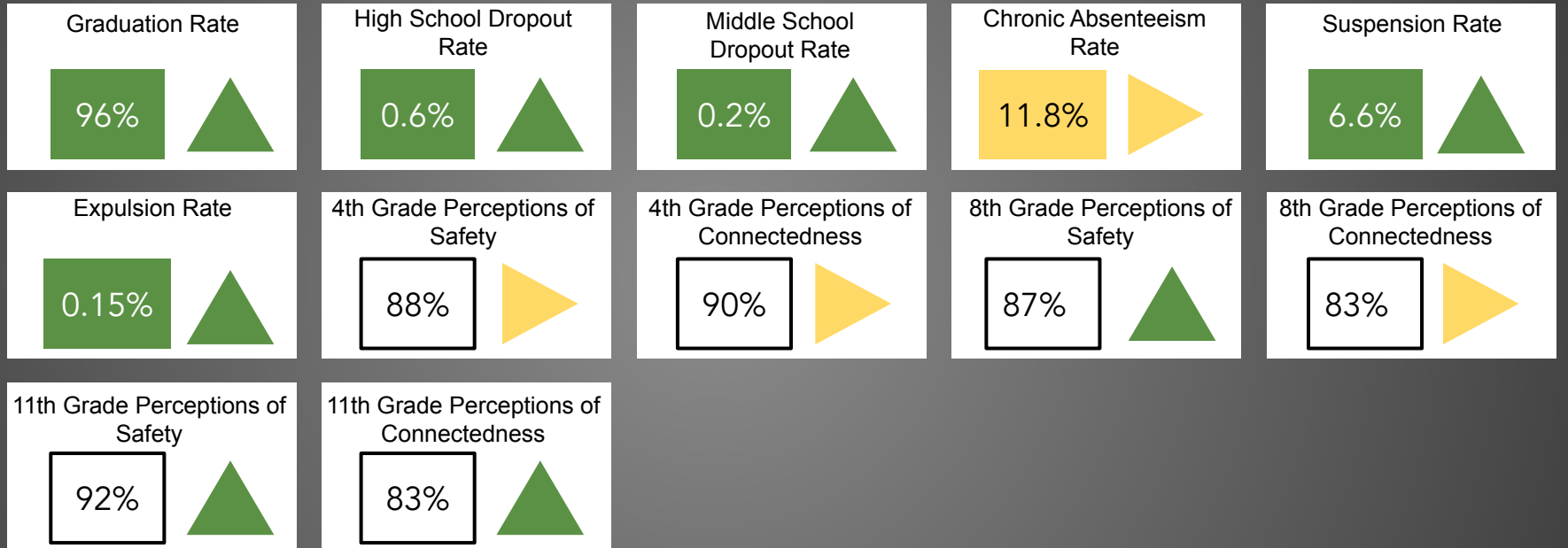
STUDENT ENGAGEMENT

- Graduation (p.7)
- High School Dropout (p.8)
- Middle School Dropout (p.9)
- Chronic Absenteeism (p.10)
- Suspension (p.11)
- Expulsion (p.12)
- Student Perceptions of Safety - 4th (p.13)
- Student Perceptions of Connectedness - 4th (p.14)
- Student Perceptions of Safety - 8th (p.15)
- Student Perceptions of Connectedness - 8th (p.16)
- Student Perceptions of Safety - 11th (p.17)
- Student Perceptions of Connectedness -11th (p.18)

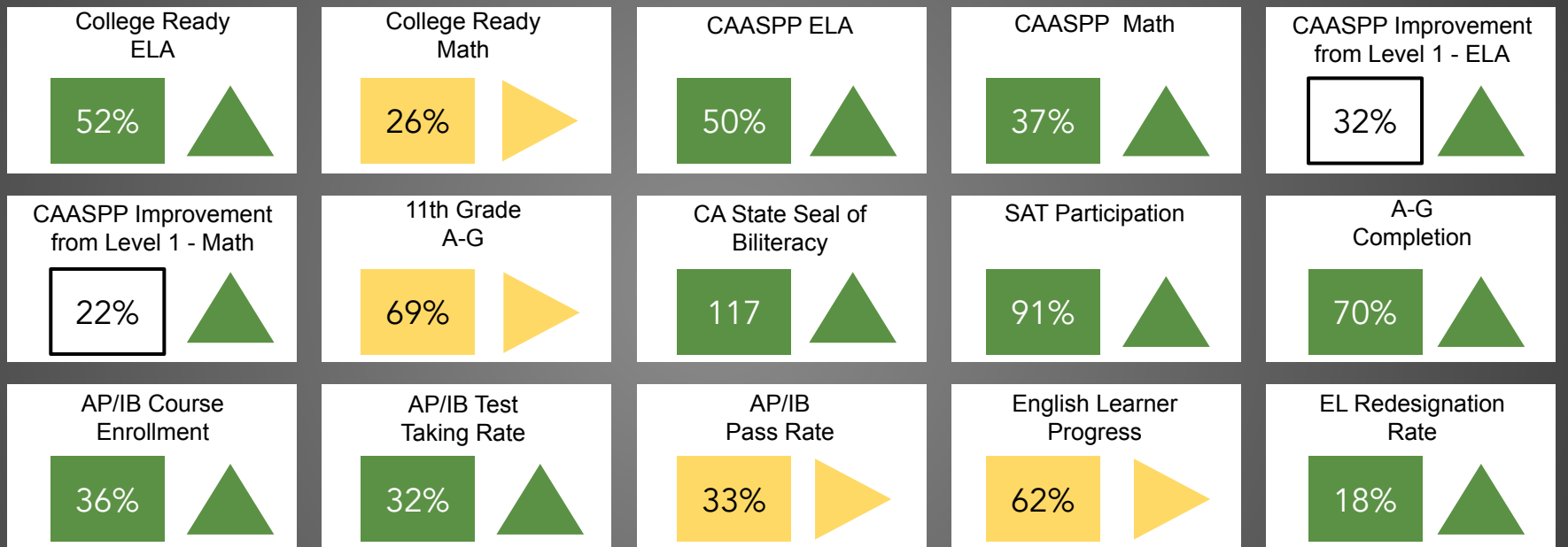
STUDENT ACCESS AND READINESS

- College Ready English Language Arts (p.19)
- College Ready Math (p.20)
- CAASPP Achievement English Language Arts (p.21)
- CAASPP Achievement Math (p.22)
- CAASPP Improvement English Language Arts (p.23)
- CAASPP Improvement Math (p.24)
- 11th Grade A-G (p.25)
- California State Seal of Biliteracy (p.26)
- SAT Participation (p.27)
- A-G Completion (p.28)
- AP/IB Course Enrollment (p.29)
- AP/IB Test Taking (p.30)
- AP/IB Pass (p.31)
- English Learner Progress (p.32)
- English Learner Redesignation (p.33)

ENGAGEMENT

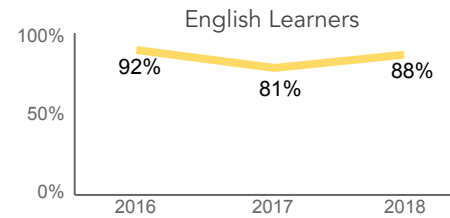
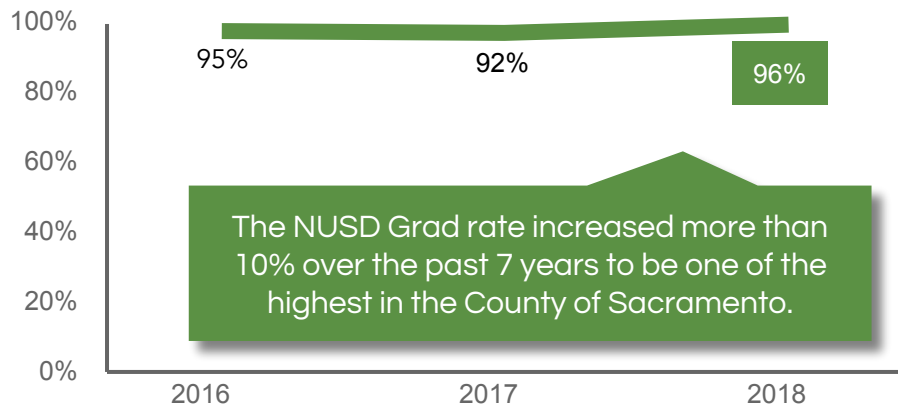


ACCESS & READINESS



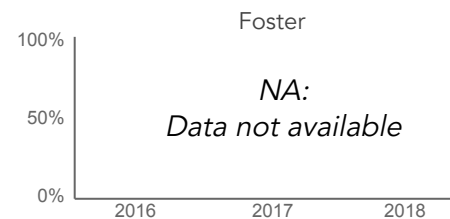
Graduation Rate is the percent of students who graduate divided by the total number of students who began 9th grade four years earlier. NUSD has a high graduation rate - above the county and state averages - and NUSD has increased the graduation rate more than 10% over the past six years. The State of California revised the way they calculate the grad rate in 2017 in response to a federal audit, lowering the rate for California and Natomas Unified. Also, note that California published two different grad rates for Natomas Unified on two different websites. On the Dataquest website, the grad rate includes charter schools, while the California School Dashboard website includes only Inderkum, Natomas, and Discovery High. The data below is based on all NUSD schools, including charter schools.

ALL STUDENTS



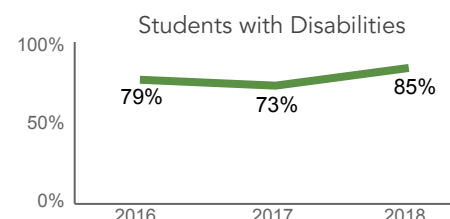
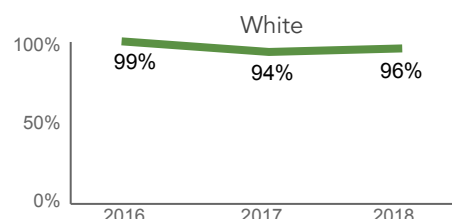
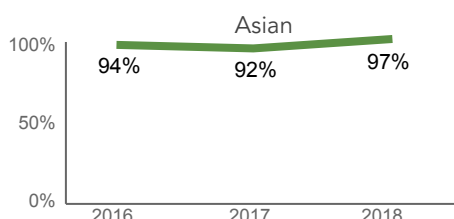
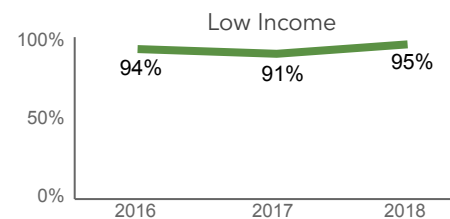
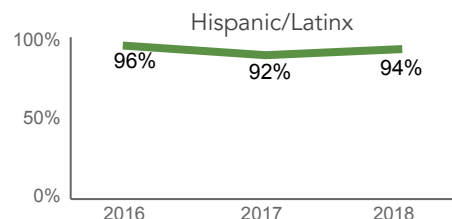
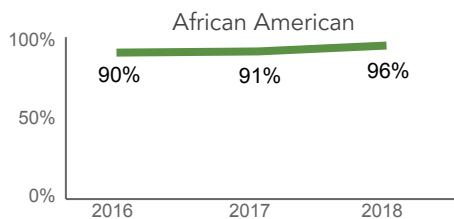
TARGET

90%



SOME ACTIONS IN PROGRESS

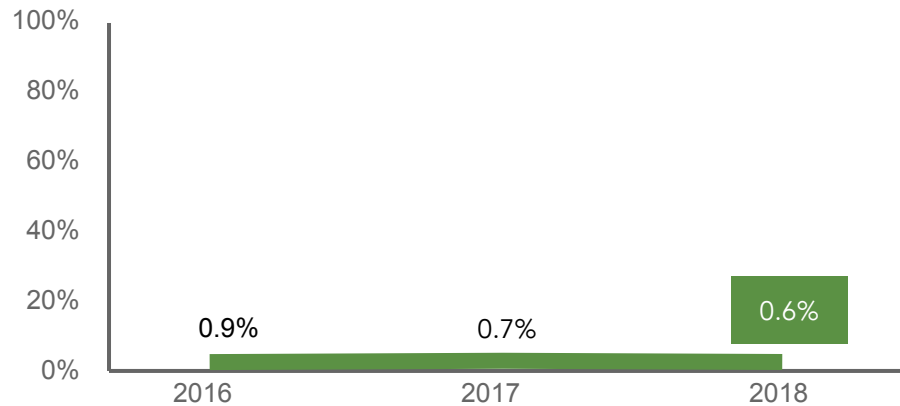
- Expanded course offerings during the school year and in the summer
- Supports for English Learner students
- Expanded CTE offerings
- Academic counseling and intentional student placement
- College and Career Coordination Specialists
- Parent University workshops
- Multi-tiered system of support
- Data analysis to identify individual students' needs
- Extended day credit recovery program
- On Track to College Letter for High School Students



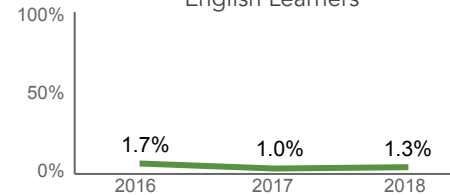
Note: NA means no data are reported on the CDE website.

High School Dropout Rate is the percent of students in grades 9-12 who drop out during a school year divided by the number of students enrolled in grades 9-12 the first week of October that school year. There were only 2 dropouts per 1,000 students in recent years, a significant decrease from the 15 per 1,000 who dropped out 10 years earlier. This improvement happened, even though California changed the calculation for dropout rate in response to a federal audit. A low dropout rate is an important indicator of academic success and school climate; staff are therefore working to further reduce the number of dropouts.

ALL STUDENTS

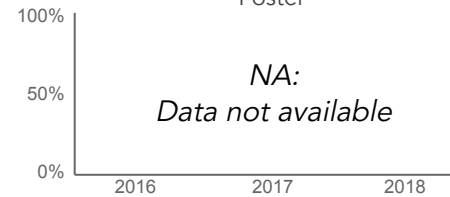


English Learners



TARGET
2%
or lower

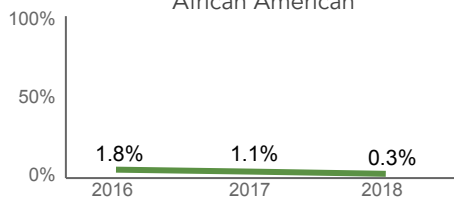
Foster



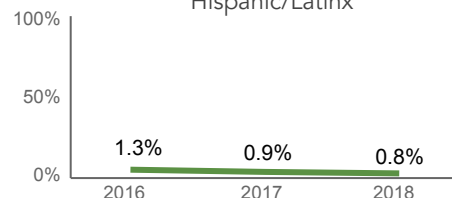
SOME ACTIONS IN PROGRESS

- Attendance verification
- Counseling services, including academic and social emotional supports
- On Track to College Letter for High School Students
- School psychologist at every school
- Parent University workshops
- Extended day credit recovery program
- Discovery High School as a continuation school option for students

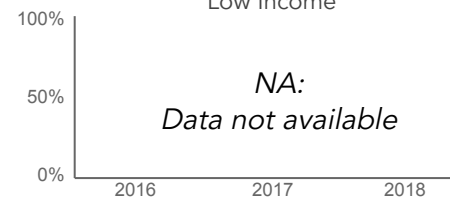
African American



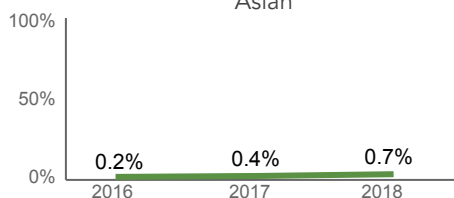
Hispanic/Latinx



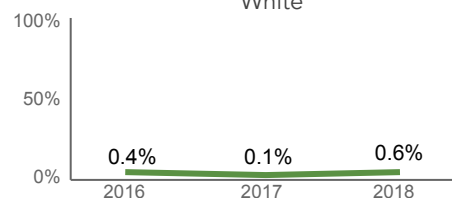
Low Income



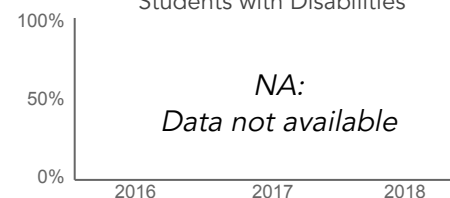
Asian



White



Students with Disabilities

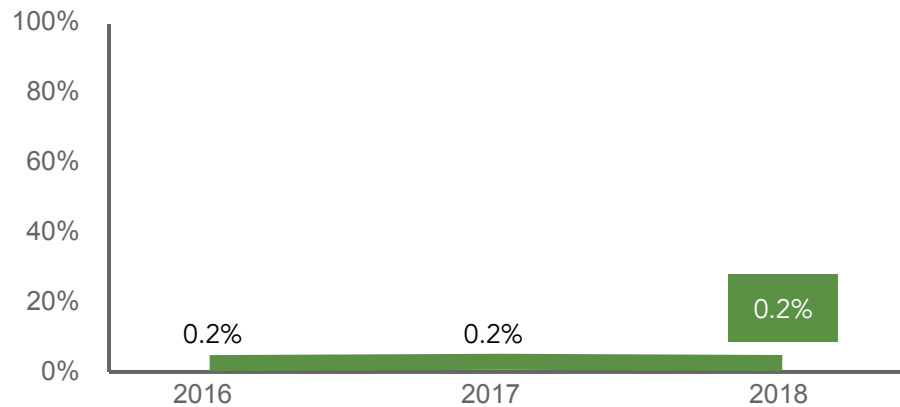


Note: NA means no data are reported on the CDE website.

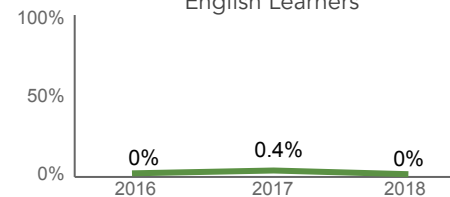
MIDDLE SCHOOL DROPOUT RATE

Middle School Dropout Rate is the percent of students in grades 7 and 8 who drop out during a school year divided by the number of students enrolled in grades 7 and 8 the first week of October that school year. Each year, very few students drop out of middle school, but it is still an important statewide indicator and requirement to monitor as part of our Local Control and Accountability Plan. The NUSD middle school dropout rate at 0.2%, is lower than the California state rate of 0.3%.

ALL STUDENTS

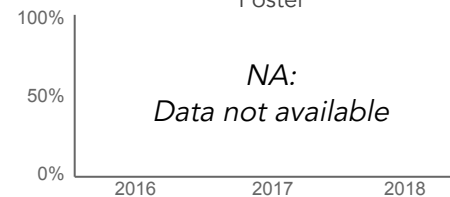


English Learners



TARGET
2%
or lower

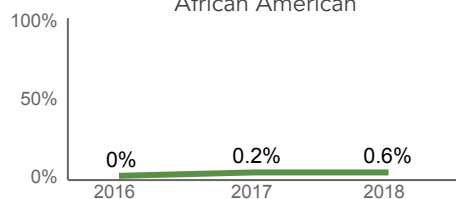
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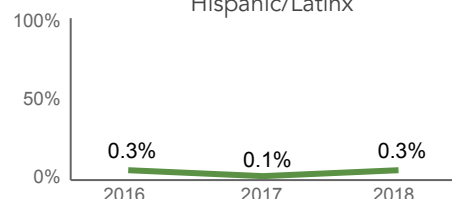
SOME ACTIONS IN PROGRESS

- Attendance verification
- Wellness checks
- Restorative Justice
- Positive Behavior Intervention and Supports program (PBIS)
- Responsive Classroom
- Middle School athletics, extracurricular activities, clubs, and afterschool programs
- WEB - Where Everyone Belongs
- Transitioning 4 schools to K-8s

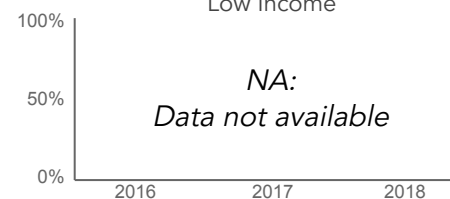
African American



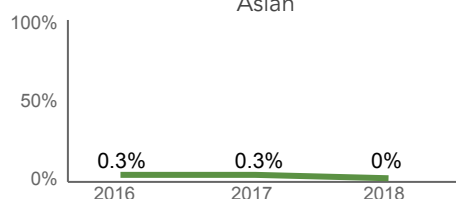
Hispanic/Latinx



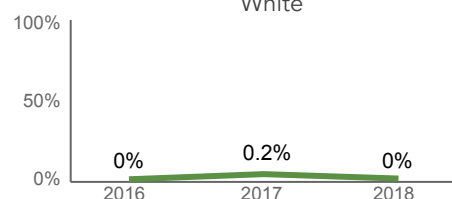
Low Income



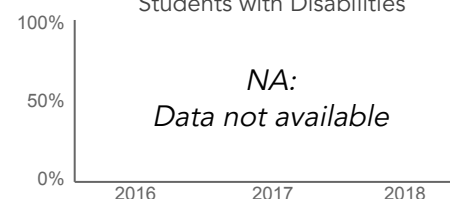
Asian



White



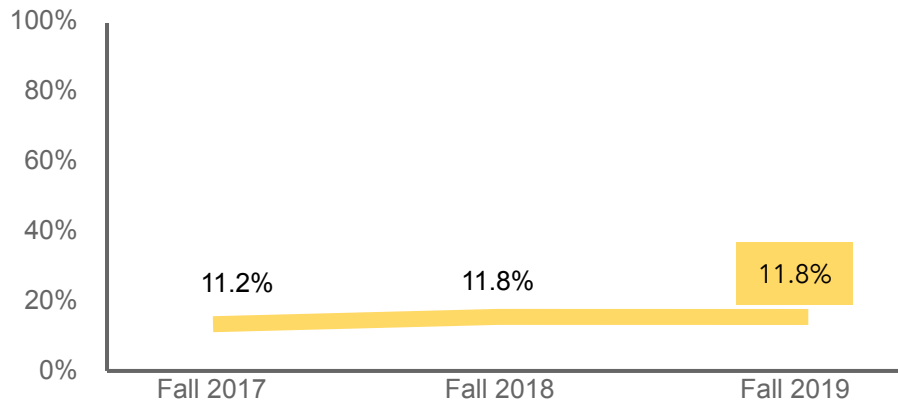
Students with Disabilities



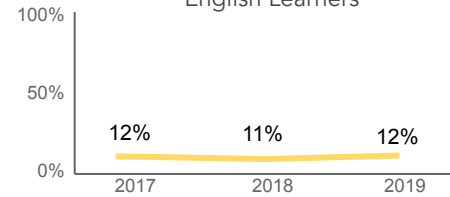
Note: NA means no data are reported on the CDE website. In previous years, student group data may have been available for some student groups.

Chronic Absenteeism Rate is the percent of students who missed more than 10% of their enrolled school days, regardless of the reason. Student attendance is an important measure because it is an indicator of students' readiness to learn in school. Most metrics in this report are reported annually, but NUSD has real-time chronic absentee data, which can be viewed on a daily basis by school staff working with our students.

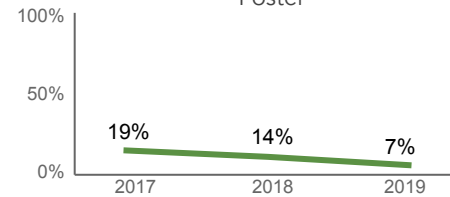
ALL STUDENTS



English Learners



Foster



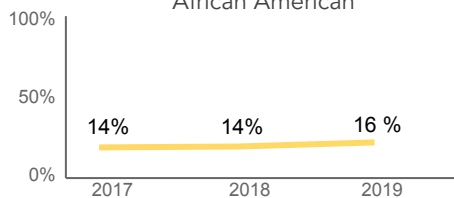
TARGET

11%
or lower
by end of year

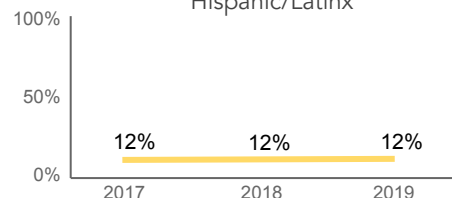
SOME ACTIONS IN PROGRESS

- Communications for parents and students
- Progression of student interventions
- Parent outreach
- Health assistants for six hours a day at every school
- Attendance campaign, assemblies, awards
- Monitoring by site and Ed Center staff
- Attendance handbook and training for staff
- Transportation services
- Transitioning 4 schools to K-8s

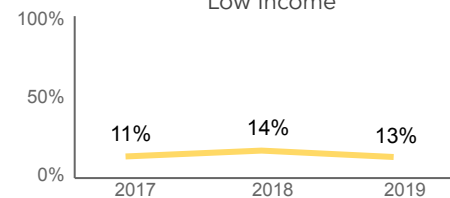
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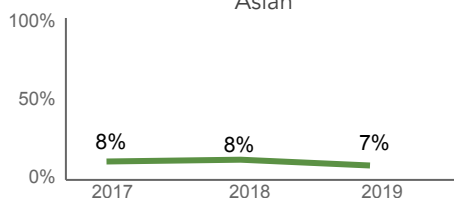
Hispanic/Latinx



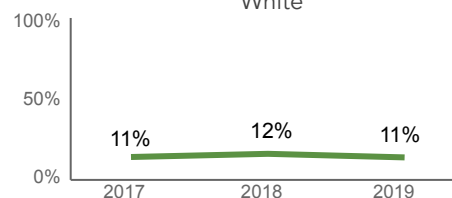
Low Income



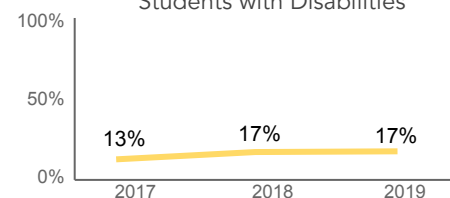
Asian



White



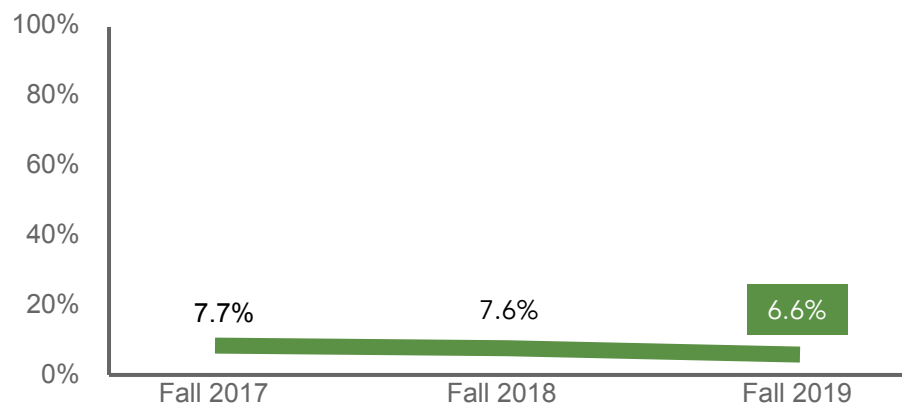
Students with Disabilities



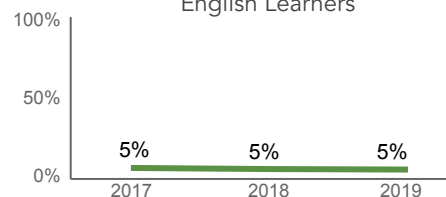
Note: Data on this page does not include results from NUSD independent charter schools, but does include students who are no longer enrolled in NUSD.

Suspension Rate is the total number of students suspended during the school year divided by the cumulative enrollment. The suspension rate varies in part because of high mobility and transiency and because the rate is based on the number of individual students suspended, not the total number of suspensions. The State of California reports suspension rate data on the California School Dashboard for the 2017-2018 school year. NUSD has more current data available and is reporting predicted suspension rates for the 2018-2019 school year here, anticipating that the State will release these data months from now.

ALL STUDENTS



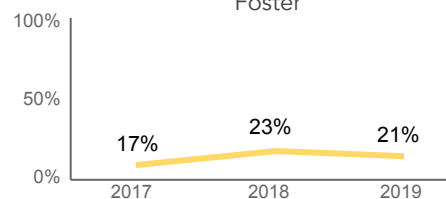
English Learners



TARGET

7.6%
or lower

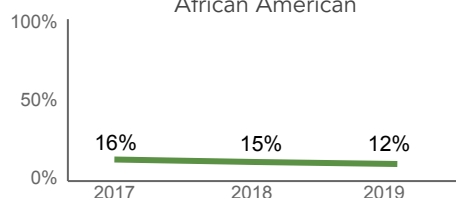
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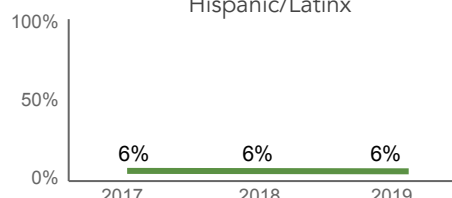
SOME ACTIONS IN PROGRESS

- Restorative Justice
 - Social emotional learning skills programs
 - After-school programs
 - Promise Program and social emotional services available for TK-12 students
 - Positive Behavior Interventions and Supports (PBIS)
 - Annual student social emotional and culture climate survey to gather student feedback
 - Transitioning 4 schools to K-8s
- For more information about how the district is addressing student suspensions, see the NUSD LCAP on our district website.*

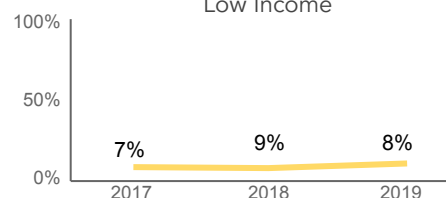
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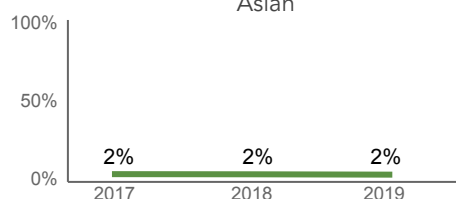
Hispanic/Latinx



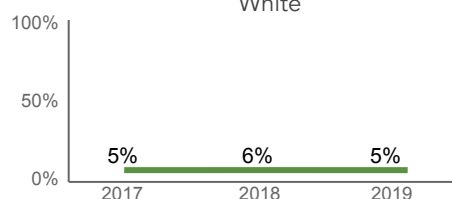
Low Income



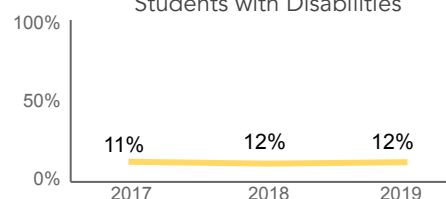
Asian



White



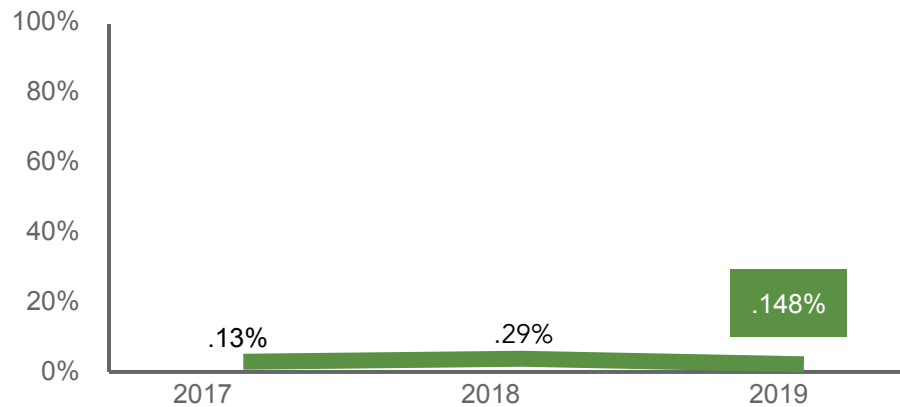
Students with Disabilities



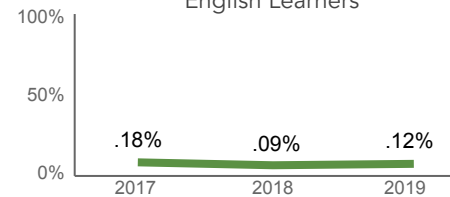
Note: Data on this page does not include results from NUSD independent charter schools, but does include students who are no longer enrolled in NUSD.

Expulsion Rate is the total number of students expelled during the school year divided by the cumulative enrollment. Natomas Unified remains committed to maintaining safe schools. Disciplinary actions, including expulsions are, at times, required or necessary. It is not the district's goal to eliminate expulsions. It is the hope, that when viable, alternatives can be utilized, such as the Promise Program that was implemented in 2014. With a decrease in expellable offenses in 2018-2019, NUSD is predicting that when the official rate is published months from now, the expulsion rate will have decreased to 0.15%.

ALL STUDENTS



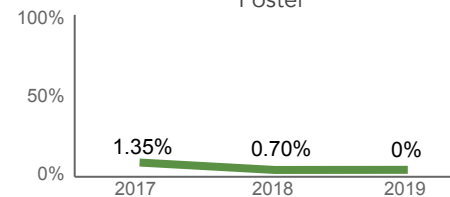
English Learners



TARGET

Below
0.15%

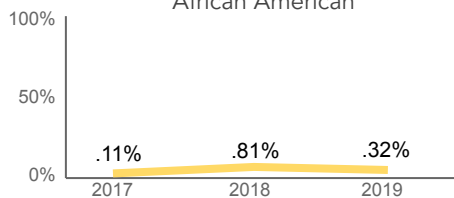
Foster



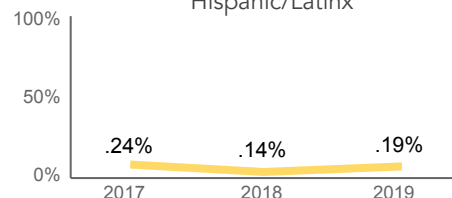
SOME ACTIONS IN PROGRESS

- Promise Program
 - Restorative Justice program
 - Positive Behavior Interventions and Supports (PBIS)
 - Social Emotional Support services
 - Promise Program and social emotional services available for TK-12 students
 - School athletics, extracurricular activities, clubs and afterschool programs
- For more information about how the district is addressing student expulsions, see the NUSD LCAP on our district website.*

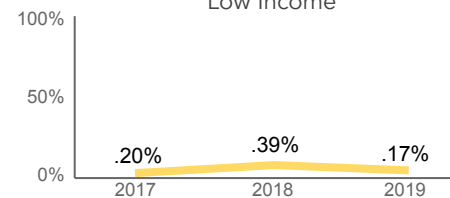
African American



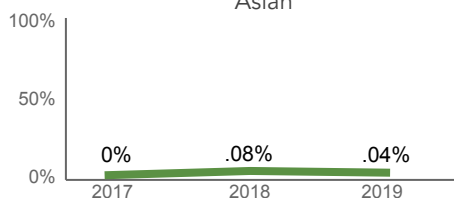
Hispanic/Latinx



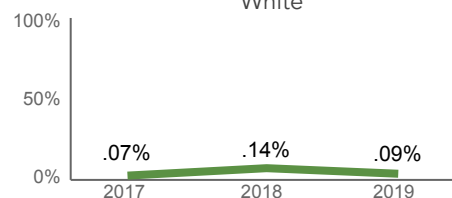
Low Income



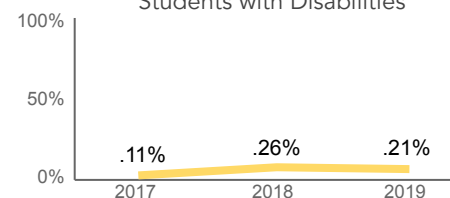
Asian



White

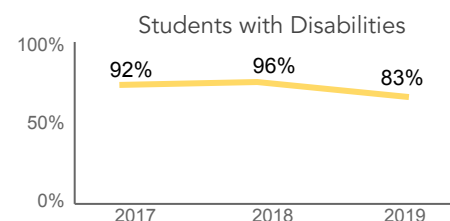
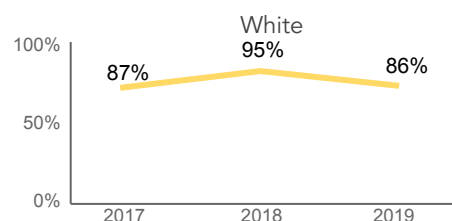
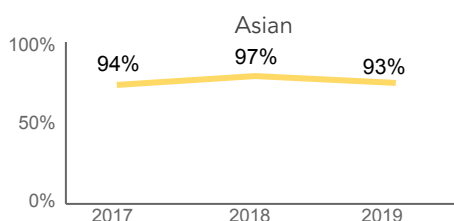
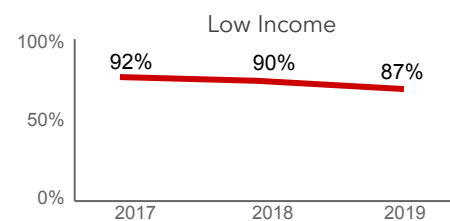
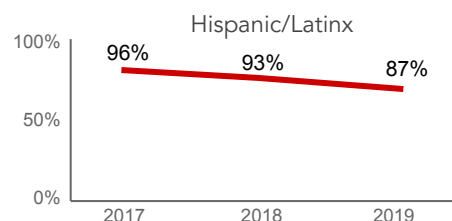
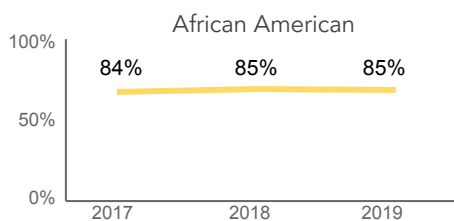
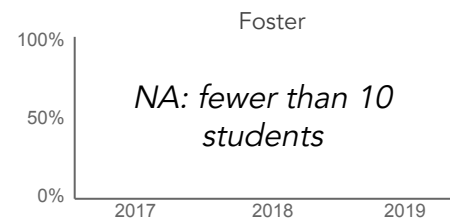
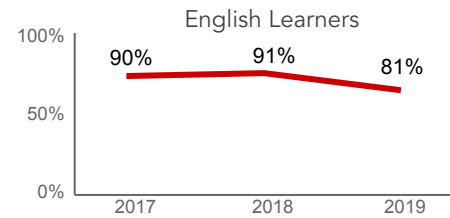
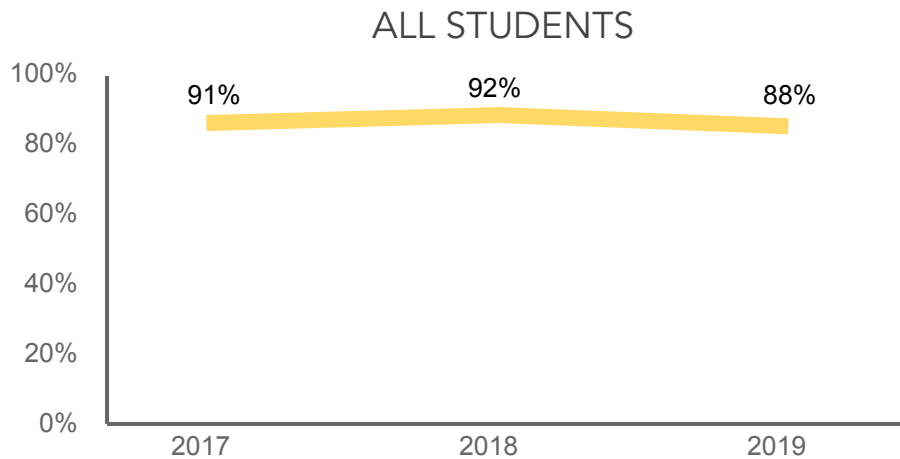


Students with Disabilities



Note: Fall 2019 data is an estimate as of October 1, 2019

Student Perceptions of Safety is the total number of students who feel safe at their school divided by the number of students who responded to the survey question. Included responses at elementary grades are "Yes, some of the time," "Yes, most of the time," and "Yes, all of the time." NUSD surveys students at multiple grade levels to see where more direct support is needed for safety and connectedness. When looking at survey results in 2019, it is important to consider what was happening, not just in Natomas. When students took the survey there were a number of incidents in schools in other cities that may have affected their perceptions of safety and connectedness to their own school. Fall 2019 survey data was collected in Spring 2019.



TARGET
Not yet determined

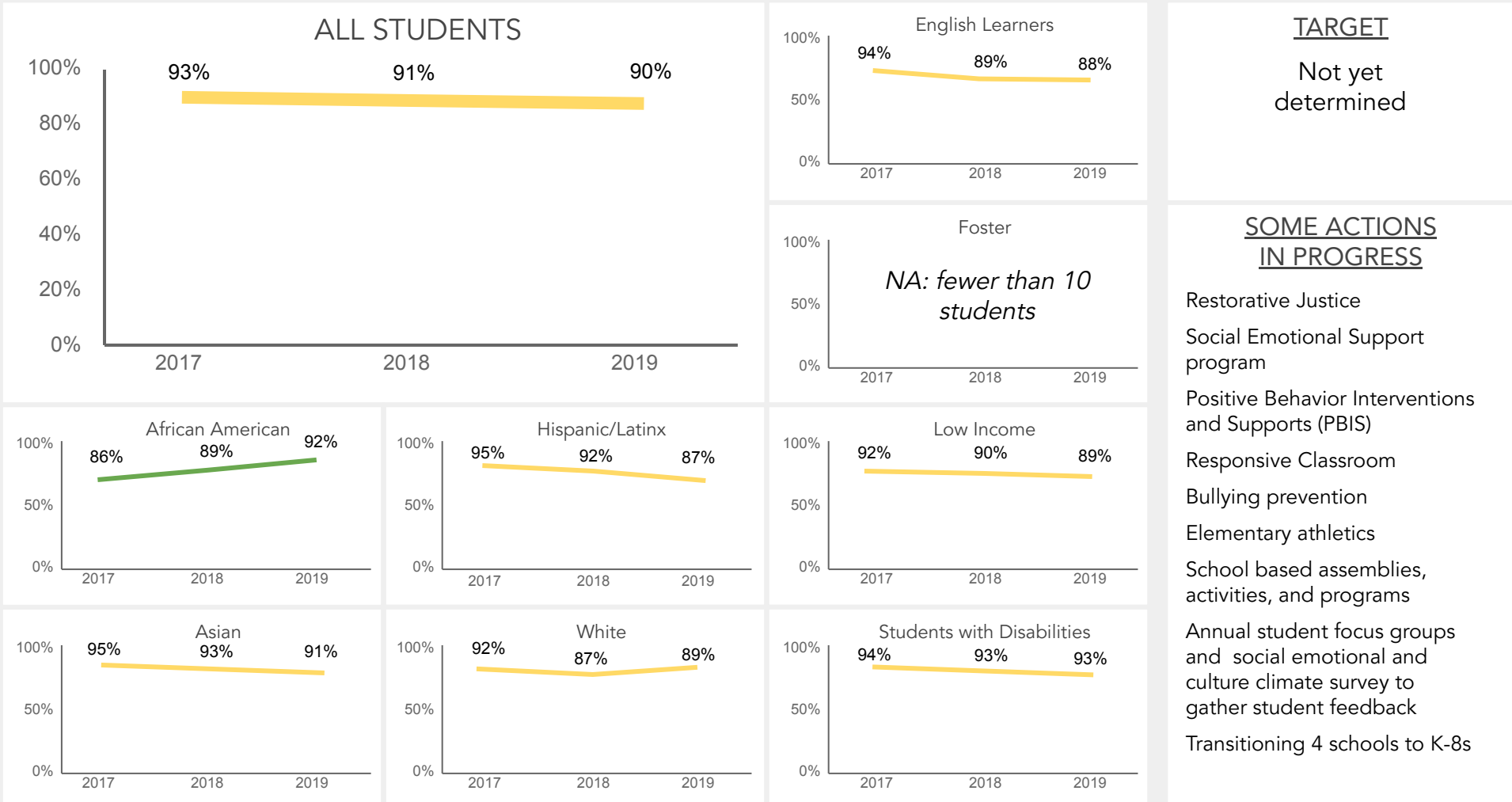
SOME ACTIONS IN PROGRESS

- Restorative Justice
- Social Emotional Support program
- Positive Behavior Interventions and Supports (PBIS)
- Bullying prevention
- Elementary athletics
- School based assemblies, activities, and programs
- Increased campus safety staffing
- Transitioning 4 schools to K-8s
- Facility improvements including updated procedures for visitors, new fencing, and safety materials

Note: Data on this page does not include results from NUSD independent charter schools.

STUDENT PERCEPTIONS OF CONNECTEDNESS - GRADE 4

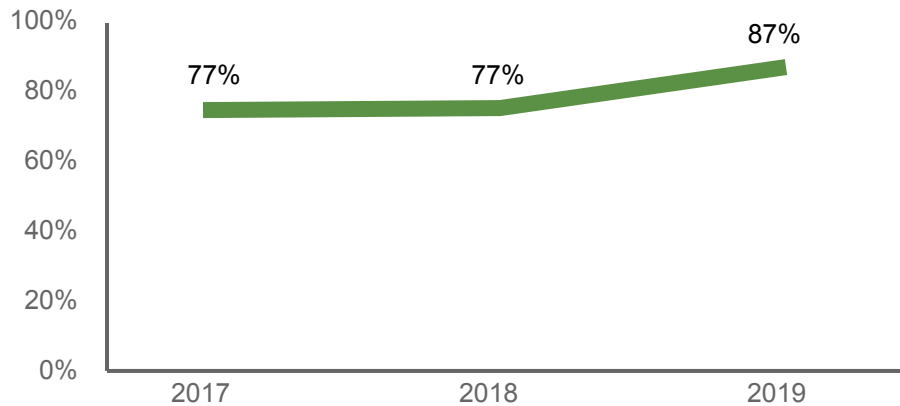
Student Perceptions of Connectedness is the total number of students who feel connected to their school divided by the number of students who responded to the survey question. Included responses at elementary grades are "Yes, some of the time," "Yes, most of the time," and "Yes, all of the time." NUSD surveys students at multiple grade levels to see where more direct support is needed for safety and connectedness. When looking at survey results in 2019, it is important to consider what was happening, not just in Natomas. When students took the survey there were a number of incidents in schools in other cities that may have affected their perceptions of safety and connectedness to their own school. Fall 2019 survey data was collected in Spring 2019.



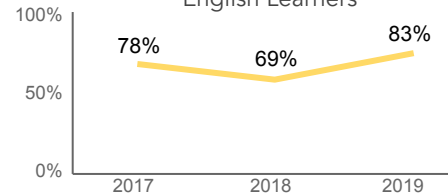
Note: Data on this page does not include results from NUSD independent charter schools.

Student Perceptions of Safety is the total number of students who feel safe at their school divided by the number of students who responded to the survey question. The solid line below represents students who "Strongly Agreed" or "Agreed." The rest of the students did not feel unsafe however, because many students had a neutral response. The dashed line represents students who "Strongly Agreed," "Agreed," or had a neutral response. When looking at survey results in 2019, it is important to consider what was happening, not just in Natomas. When students took the survey there were a number of incidents in schools in other cities that may have affected their perceptions of safety and connectedness to their own school. Fall 2019 survey data was collected in Spring 2019.

ALL STUDENTS

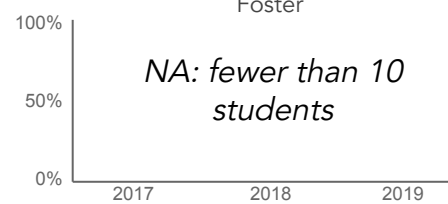


English Learners



TARGET
Not yet determined

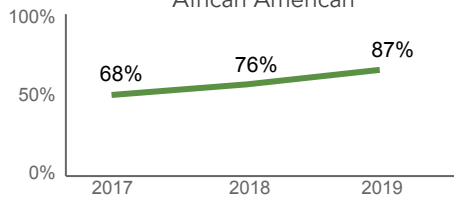
Foster



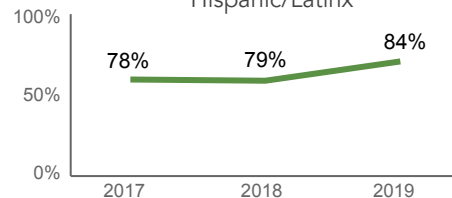
SOME ACTIONS IN PROGRESS

- Restorative Justice
- Social Emotional Support program
- Positive Behavior Interventions and Supports (PBIS)
- Bullying prevention
- Secondary athletics
- School based assemblies, activities, and programs
- Increased campus safety staffing
- Transitioning 4 schools to K-8s
- Facility improvements including updated procedures for visitors, new fencing, and safety materials

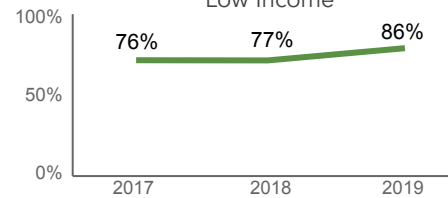
African American



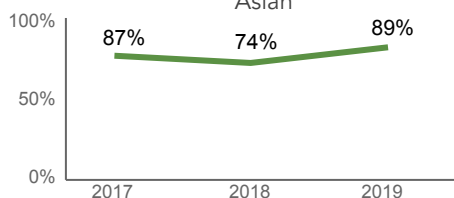
Hispanic/Latinx



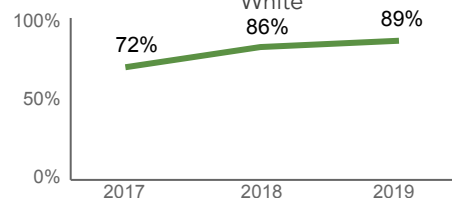
Low Income



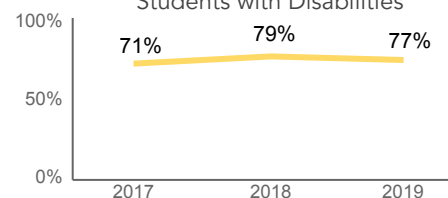
Asian



White



Students with Disabilities

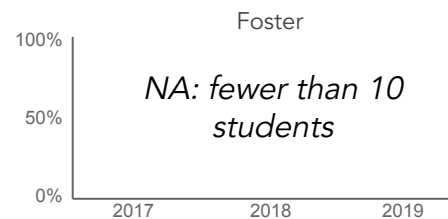
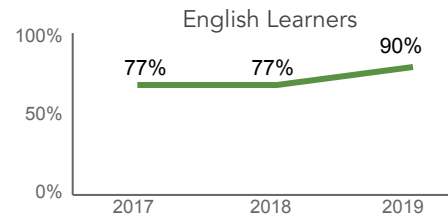
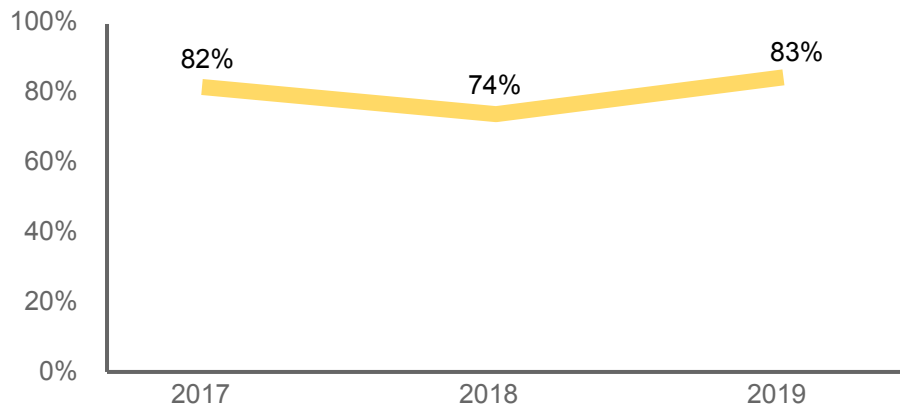


Note: Data on this page does not include results from NUSD independent charter schools.

STUDENT PERCEPTIONS OF CONNECTEDNESS - GRADE 8

Student Perceptions of Connectedness is the total number of students who feel connected to their school divided by the number of students who responded to the survey question. The solid line below represents students who "Strongly Agreed" or "Agreed." The rest of the students did not feel disconnected however, because many students had a neutral response. The dashed line represents students who "Strongly Agreed," "Agreed," or had a neutral response. When looking at survey results in 2019, it is important to consider what was happening, not just in Natomas. When students took the survey there were a number of incidents in schools in other cities that may have affected their perceptions of safety and connectedness to their own school. Fall 2019 survey data was collected in Spring 2019.

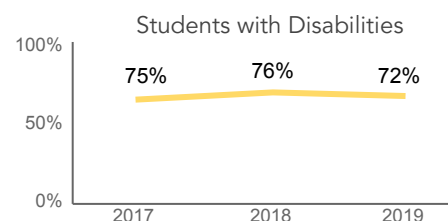
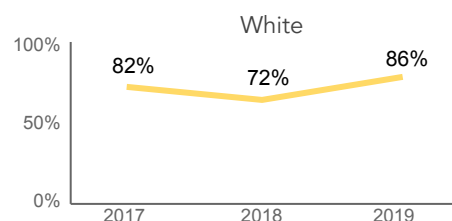
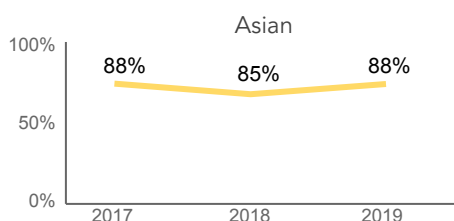
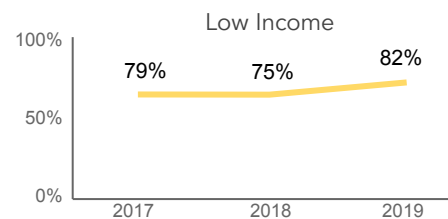
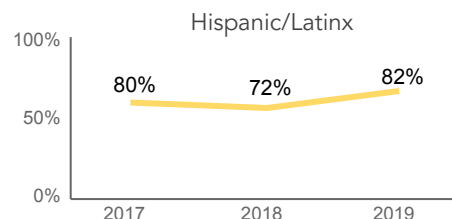
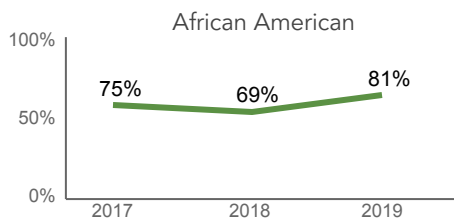
ALL STUDENTS



TARGET
Not yet determined

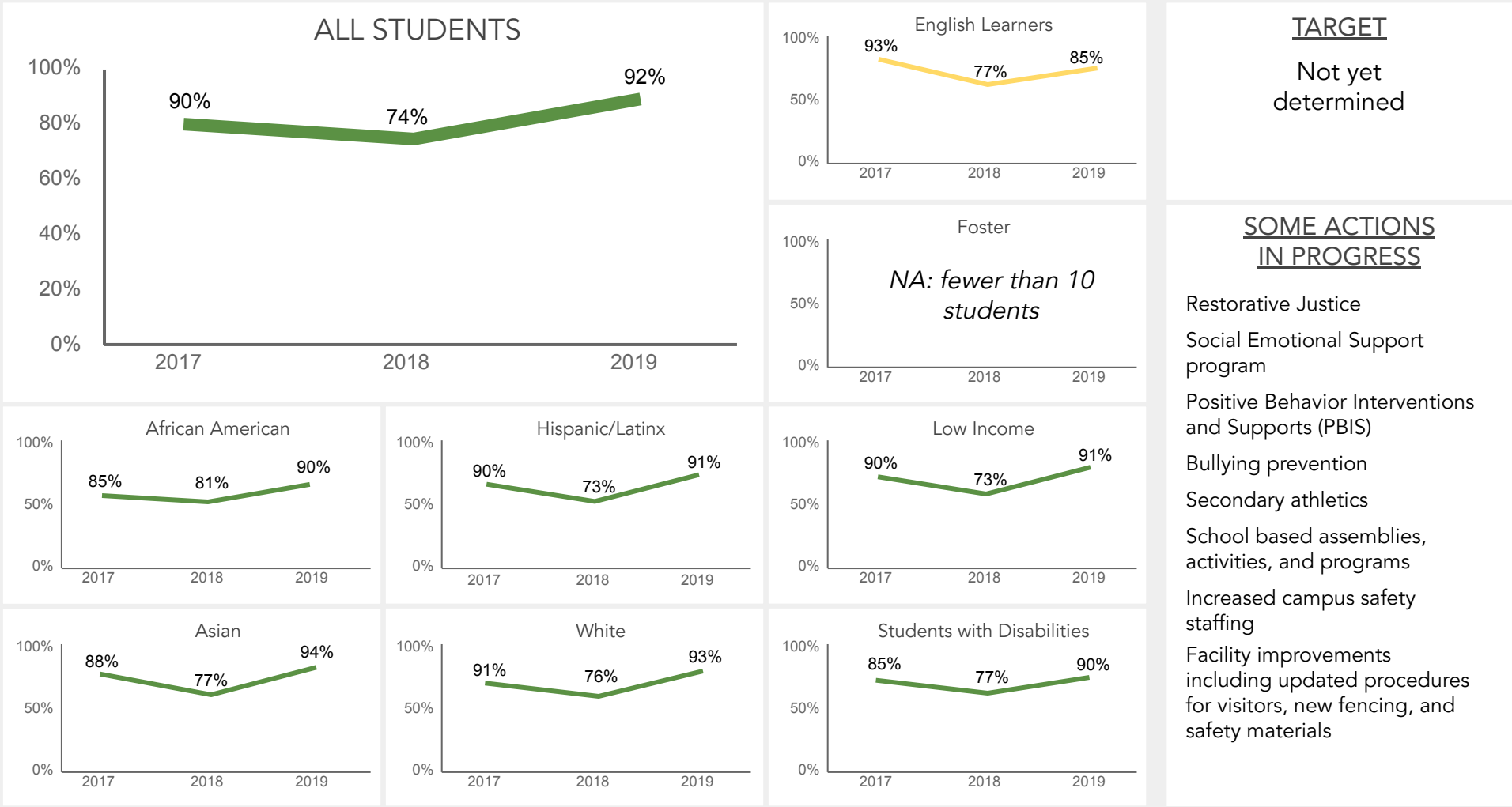
SOME ACTIONS IN PROGRESS

- Restorative Justice
- Social Emotional Support program
- Positive Behavior Interventions and Supports (PBIS)
- Responsive Classroom
- Bullying prevention
- Elementary athletics
- School based assemblies, activities, and programs
- Annual student focus groups and social emotional and culture climate survey to gather student feedback
- Transitioning 4 schools to K-8s



Note: Data on this page does not include results from NUSD independent charter schools.

Student Perceptions of Safety is the total number of students who feel safe at their school divided by the number of students who responded to the survey question. The solid line below represents students who "Strongly Agreed" or "Agreed." The rest of the students did not feel unsafe however, because many students had a neutral response. The dashed line represents students who "Strongly Agreed," "Agreed," or had a neutral response. When looking at survey results in 2019, it is important to consider what was happening, not just in Natomas. When students took the survey there were a number of incidents in schools in other cities that may have affected their perceptions of safety and connectedness to their own school. Fall 2019 survey data was collected in Spring 2019.

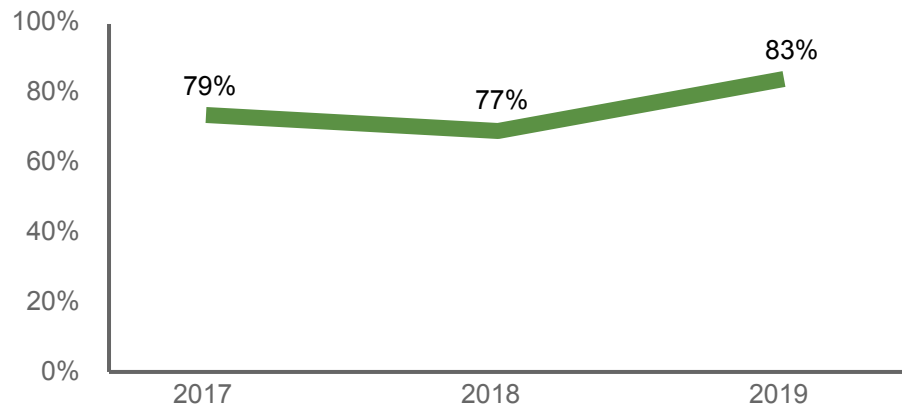


Note: Data on this page does not include results from NUSD independent charter schools.

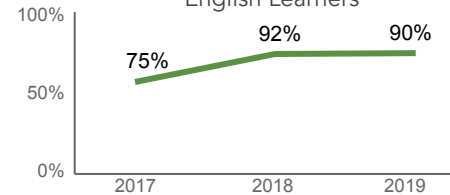
STUDENT PERCEPTIONS OF CONNECTEDNESS - GRADE 11

Student Perceptions of Connectedness is the total number of students who feel connected to their school divided by the number of students who responded to the survey question. The solid line below represents students who “Strongly Agreed” or “Agreed.” The rest of the students did not feel disconnected however, because many students had a neutral response. The dashed line represents students who “Strongly Agreed,” “Agreed,” or had a neutral response. When looking at survey results in 2019, it is important to consider what was happening, not just in Natomas. When students took the survey there were a number of incidents in schools in other cities that may have affected their perceptions of safety and connectedness to their own school. Fall 2019 survey data was collected in Spring 2019.

ALL STUDENTS



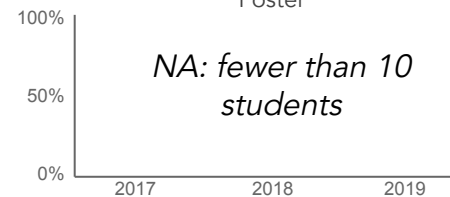
English Learners



TARGET

Not yet determined

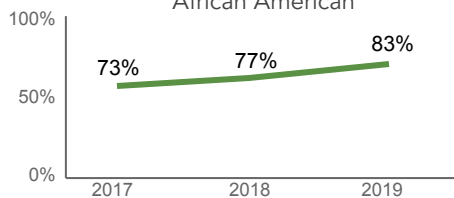
Foster



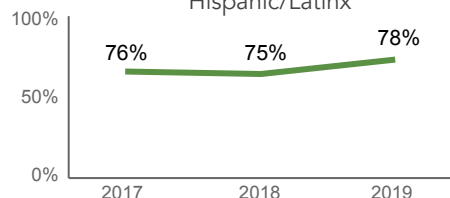
SOME ACTIONS IN PROGRESS

- Restorative Justice
- Social Emotional Support program
- Positive Behavior Interventions and Supports (PBIS)
- Bullying prevention
- Secondary athletics
- Second Step - social emotional learning curriculum
- School based assemblies, activities, and programs
- Annual student focus groups and social emotional and culture climate survey to gather student feedback

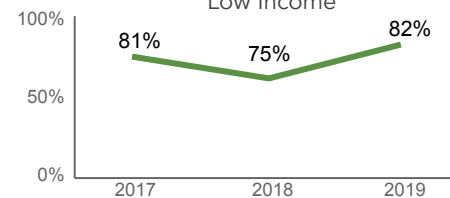
African American



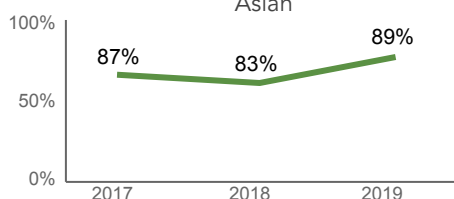
Hispanic/Latinx



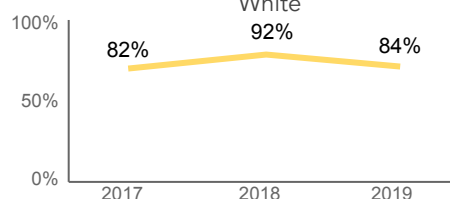
Low Income



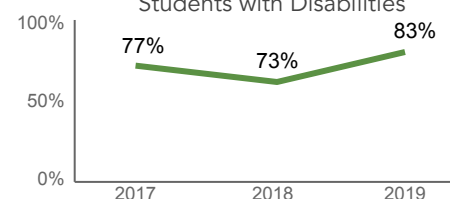
Asian



White



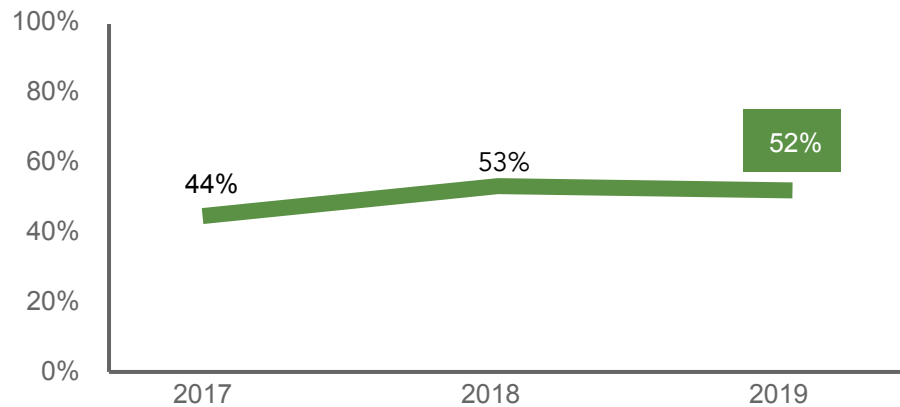
Students with Disabilities



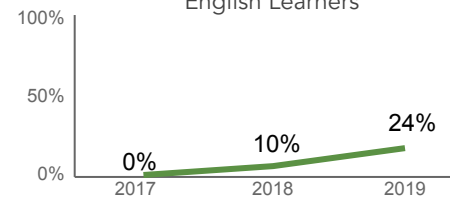
Note: Data on this page does not include results from NUSD independent charter schools.

College Ready is the total number of graduates who completed 11th and 12th grade in NUSD and met the California State University (CSU) benchmark for college readiness in English or Math using CAASPP, ACT, Advanced Placement, and senior English courses divided by the total number of students who completed both 11th and 12th grade in NUSD. NUSD uses the CSU measure of readiness which is more rigorous than the ACT or College Board's own benchmarks. (*continued on next page)

ALL STUDENTS



English Learners



TARGET

50%

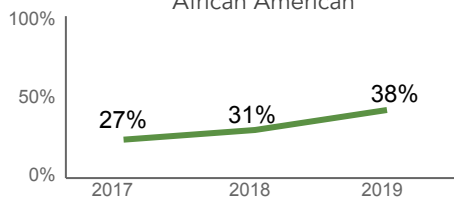
Foster

NA: fewer than 10 students

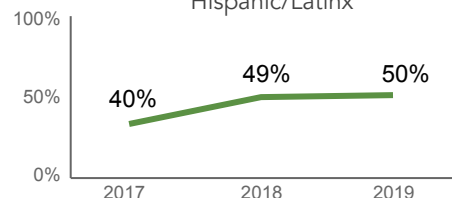
SOME ACTIONS IN PROGRESS

- Increased access to AP/IB courses
- New College Board partnership
- SAT exam for 11th graders
- SAT prep programs through Khan Academy
- AP/IB budget for sites to increase student pass rates
- PSAT exam for 10th graders
- Expository Reading and Writing senior level course
- College tours in grades 3, 6, 8, and 11
- On Track to College Letter for High School Students

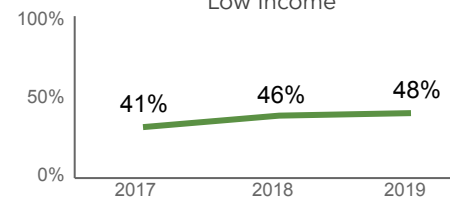
African American



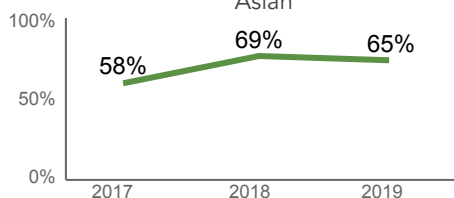
Hispanic/Latinx



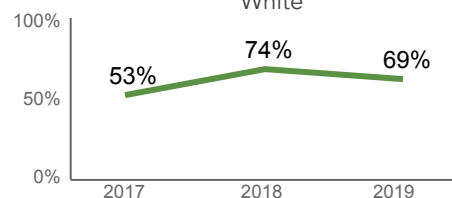
Low Income



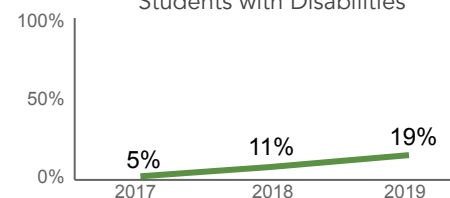
Asian



White



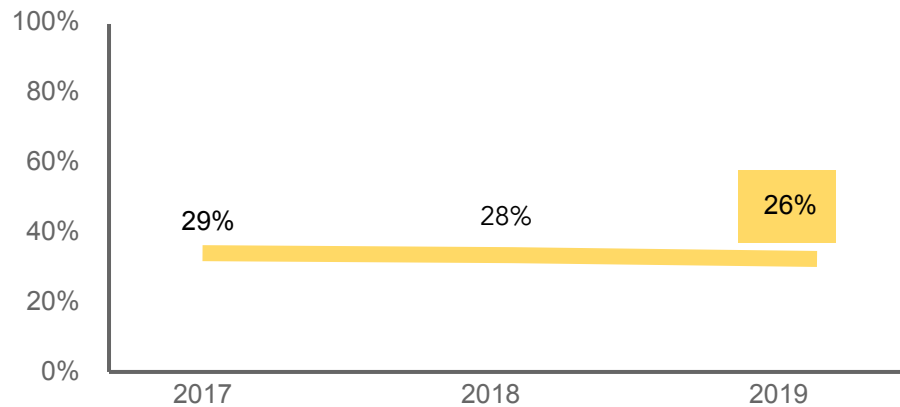
Students with Disabilities



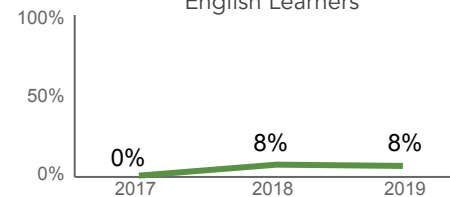
Note: Data on this page does not include results from NUSD independent charter schools.

In fact, this benchmark is higher than California’s K-12 benchmark because a student who “meets standards” on the 11th Grade CAASPP test is not “ready” for college according to California’s higher education system. Higher expectations ensure that our students can go to college without remediation. Through the intentional actions by school staff for our 12th graders, along with the hard work by our students, teachers, counselors, and site leaders, we increased the percent of students meeting the benchmark as juniors from 20% in ELA and 5% in math to 52% in ELA and 26% in math by the time they completed their senior year.

ALL STUDENTS



English Learners



TARGET

35%

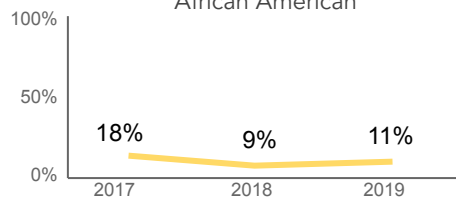
Foster

NA: fewer than 10 students

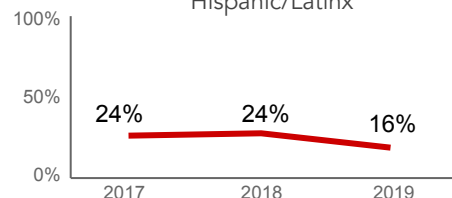
SOME ACTIONS IN PROGRESS

- Math III improvement plan
- Increased access to AP/IB courses
- College Board partnership
- SAT exam for 11th graders
- SAT prep programs through Khan Academy
- AP/IB budget for sites to increase student pass rates
- PSAT exam for 10th graders
- Expository Reading and Writing senior level course
- College tours in grades 3, 6, 8, and 11
- On Track to College Letters

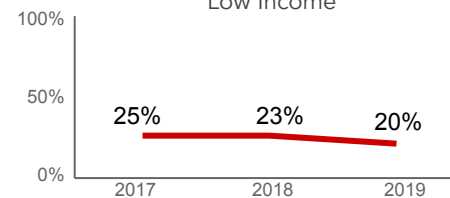
African American



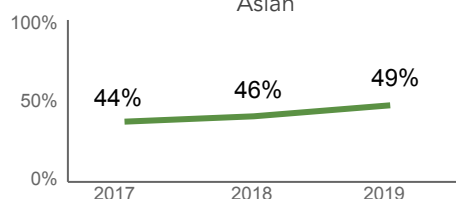
Hispanic/Latinx



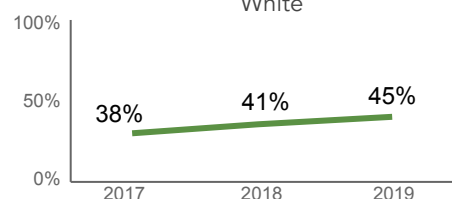
Low Income



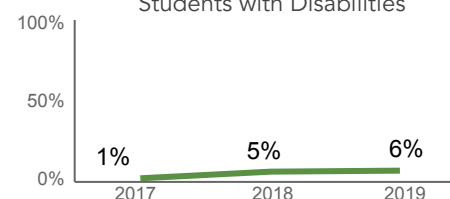
Asian



White



Students with Disabilities

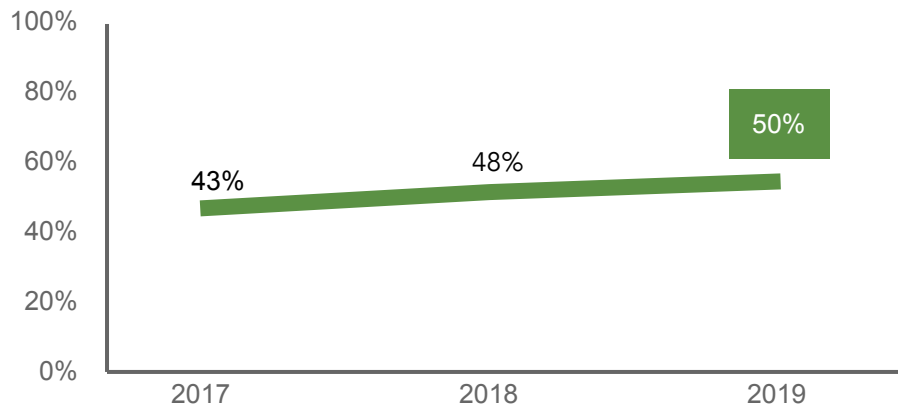


Note: Data on this page does not include results from NUSD independent charter schools.

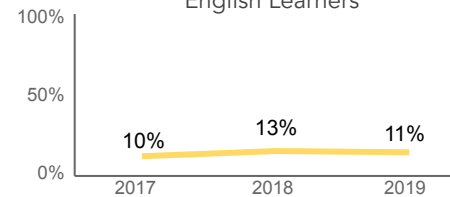
CAASPP ACHIEVEMENT - ENGLISH LANGUAGE ARTS

CAASPP Achievement is the total number of students who met or exceeded grade level standards in the spring of the previous school year divided by the total number of students who took the test during the spring the previous school year. NUSD is implementing a high quality academic program for all students at every school, aligning effective teaching with standards-based curriculum, and assessments that inform student learning. NUSD saw big gains in student achievement in 2018 on both the ELA and math tests. This work is especially complicated in Natomas because of the high mobility rate of our students. *(*continued on next page)*

ALL STUDENTS



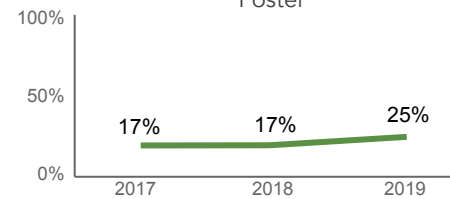
English Learners



TARGET

45%

Foster

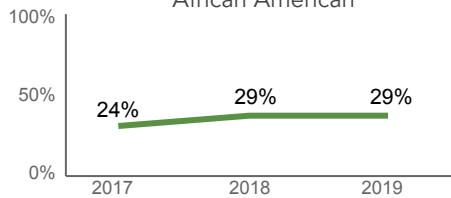


SOME ACTIONS IN PROGRESS

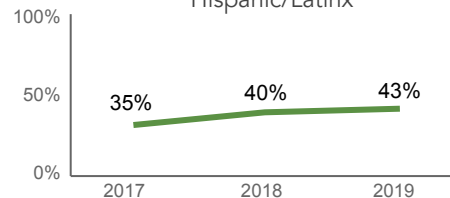
CCSS Professional Development; Early release days; SDAIE job-embedded training for MS and HS teachers; job-embedded PD by Teachers on Special Assignment; Increased instructional minutes; Special Education inclusive classroom model; Continued support for EL teachers; Extended day supports for Teachers for English Learners and summer school for EL students

For additional actions, see our LCAP on our district website.

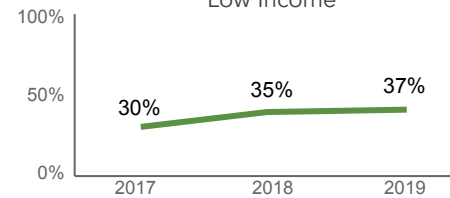
African American



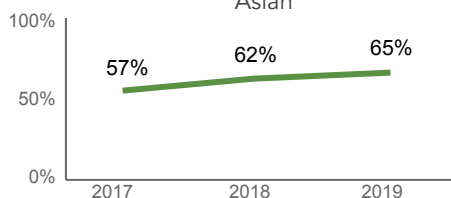
Hispanic/Latinx



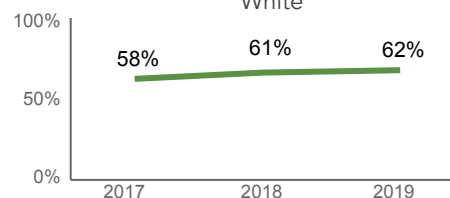
Low Income



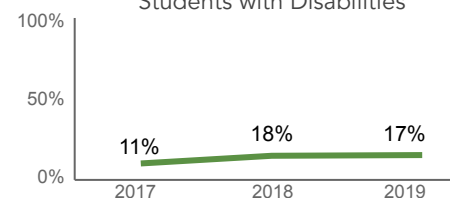
Asian



White

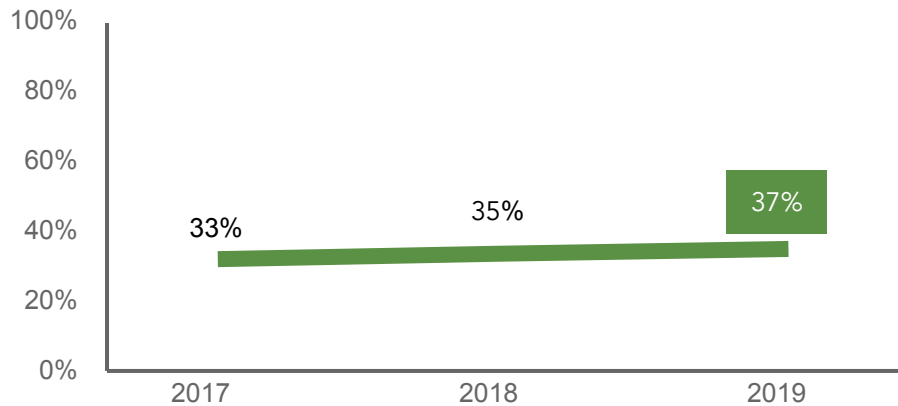


Students with Disabilities

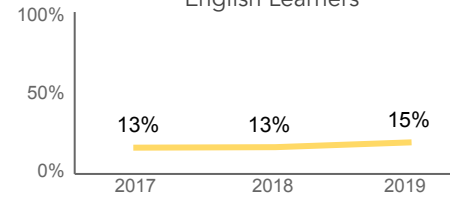


About two thirds of NUSD third graders also attended Kindergarten in NUSD; four out of five sixth graders also attended fifth grade in NUSD, and three out of four ninth graders stayed at the same high school through their senior year). Only 30% of the students who started in Kindergarten in 2006 were also enrolled in NUSD as seniors in 2018. Mobility makes it more challenging for staff to support students because it affects classroom learning, academic counseling, program planning, school climate, and students' connectedness to school. The work to build an aligned instructional system across all schools is therefore crucial to improve student achievement in NUSD.

ALL STUDENTS



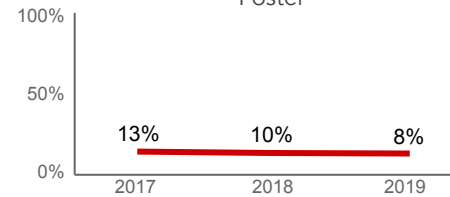
English Learners



TARGET

35%

Foster

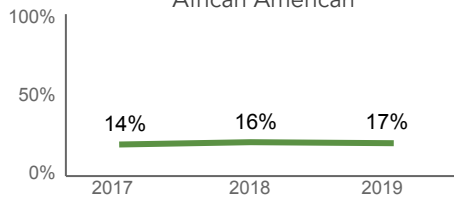


SOME ACTIONS IN PROGRESS

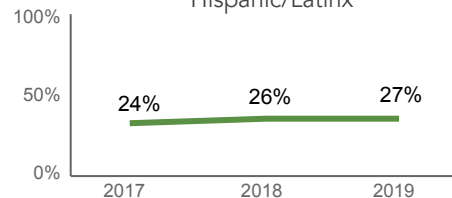
CCSS Professional Development; Early release days; SDAIE job-embedded training for MS and HS teachers; job-embedded PD by Teachers on Special Assignment; Increased instructional minutes; Special Education inclusive classroom model; Continued support for EL teachers; Extended day supports for Teachers for English Learners and summer school for EL students

For additional actions, see our LCAP on our district website.

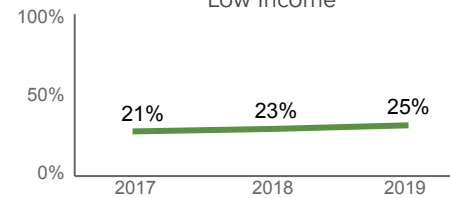
African American



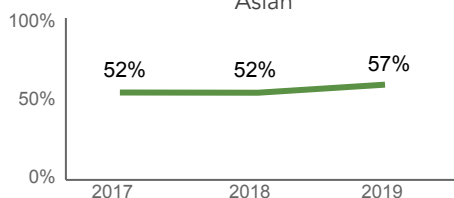
Hispanic/Latinx



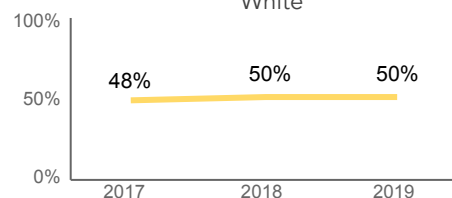
Low Income



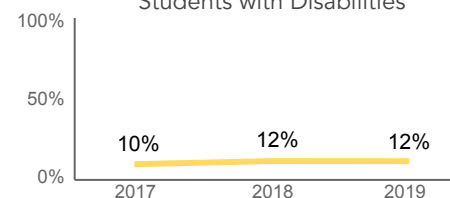
Asian



White



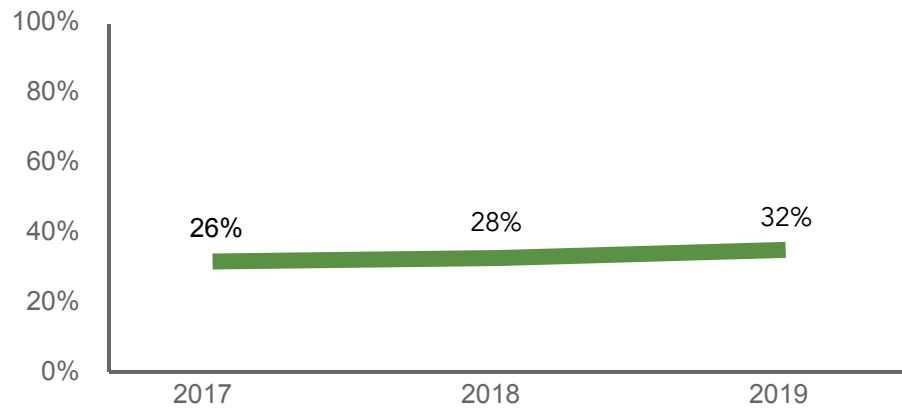
Students with Disabilities



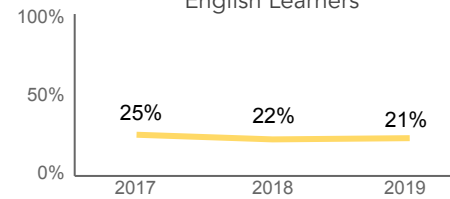
CAASPP IMPROVEMENT - ENGLISH LANGUAGE ARTS INCREASING FROM LEVEL 1 TO LEVEL 2, 3, OR 4

CAASPP Improvement is the total number of students who scored at level 1 on the CAASPP ELA test two years ago and scored at level 2, 3, or 4 on the CAASPP ELA test the following school year divided by the total number of students who scored at level 1 on the CAASPP ELA test two years ago. This metric was created to ensure we monitor the progress of students who score at the lowest CAASPP level to spotlight the needs of these students.

ALL STUDENTS

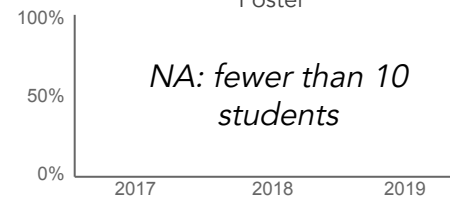


English Learners



TARGET
Not yet determined

Foster

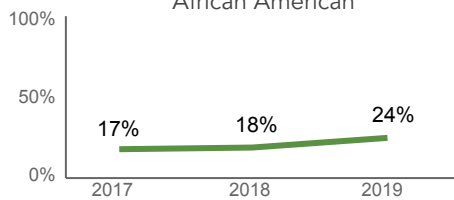


SOME ACTIONS IN PROGRESS

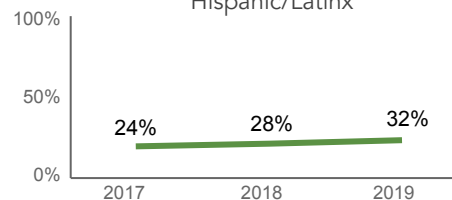
CCSS Professional Development; Job-embedded PD in grades 3-8 focused on data driven instruction & new PD for grades PK-4; Increased instructional minutes; Common Walk through for lesson feedback to teachers; Extended day supports for Teachers for English Learners and summer school for EL students

For additional actions, see our LCAP on our district website.

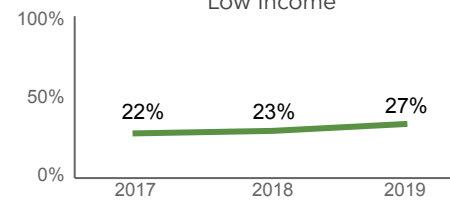
African American



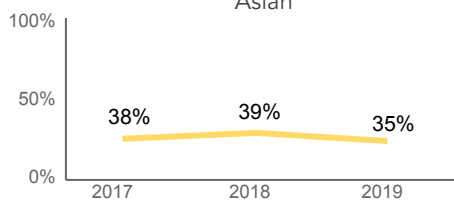
Hispanic/Latinx



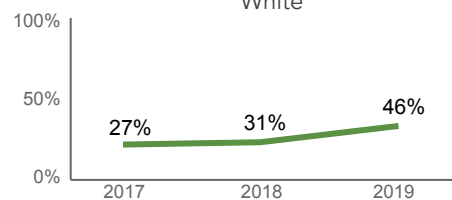
Low Income



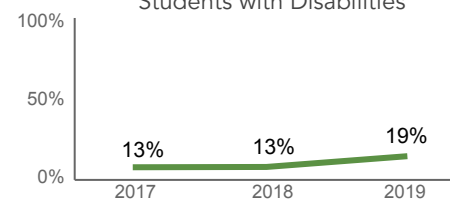
Asian



White



Students with Disabilities

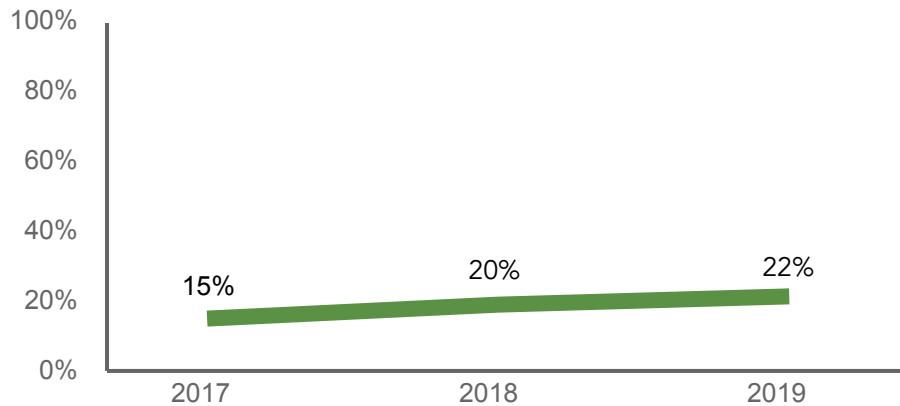


Note: Data on this page does not include results from Natomas Charter School.

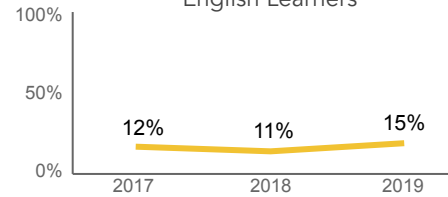
CAASPP IMPROVEMENT - MATH INCREASING FROM LEVEL 1 TO LEVEL 2, 3, OR 4

CAASPP Improvement is the total number of students who scored at level 1 on the CAASPP Math test two years ago and scored at level 2, 3, or 4 on the CAASPP Math test the following school year divided by the total number of students who scored at level 1 on the CAASPP Math test two years ago. This metric was created to ensure we monitor the progress of students who score at the lowest CAASPP level to spotlight the needs of these students.

ALL STUDENTS

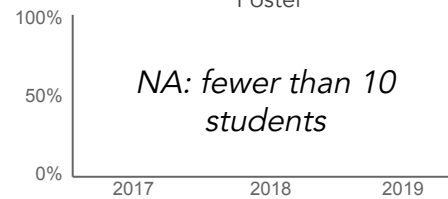


English Learners



TARGET
Not yet determined

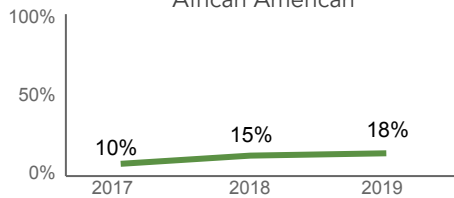
Foster



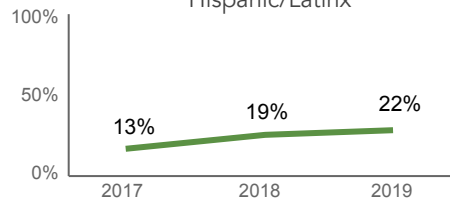
SOME ACTIONS IN PROGRESS

- Go Math Curriculum
 - CCSS Professional Development
 - Job-embedded PD in grades 3-8 focused on data driven instruction & new PD for grades PK-4
 - Increased instructional minutes
 - Common walk-through for lesson feedback to teachers
- For additional actions, see our LCAP on our district website.*

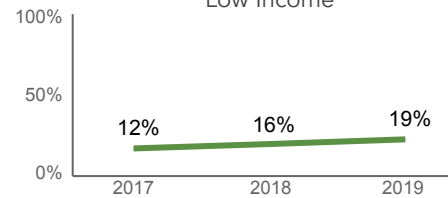
African American



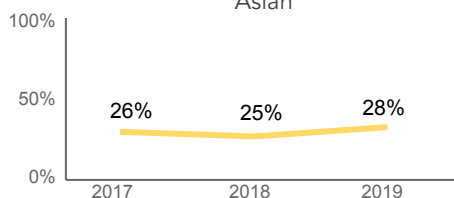
Hispanic/Latinx



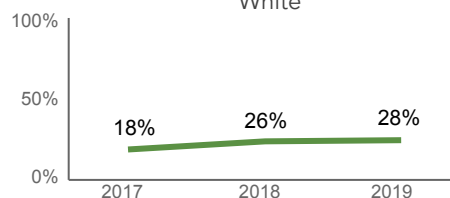
Low Income



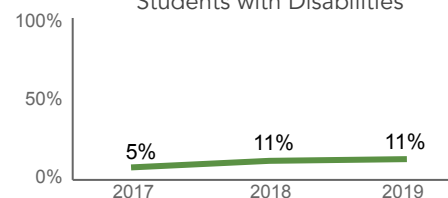
Asian



White



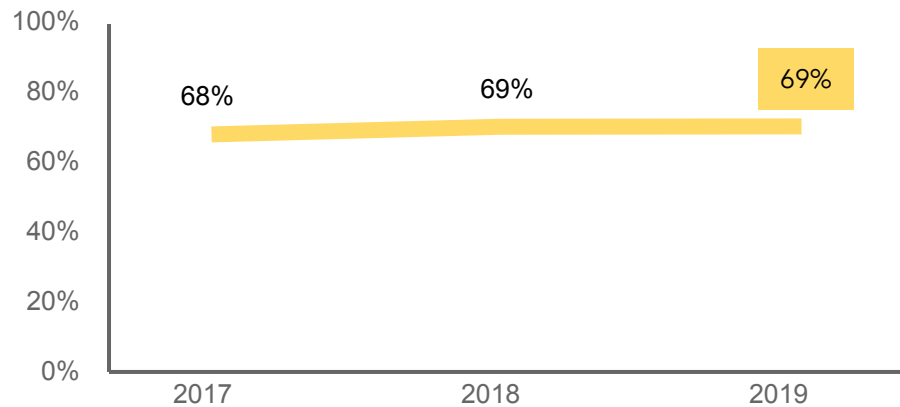
Students with Disabilities



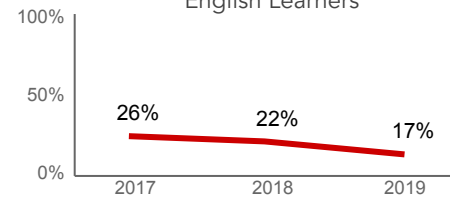
Note: Data on this page does not include results from Natomas Charter School.

11th Grade A-G is the total number of 12th grade students who completed 11 or more A-G courses before the start of 12th grade divided by the total number of students enrolled in 12th grade the first week of October that year. College access begins long before graduation and NUSD is monitoring our students' progress before their senior year to ensure they are on track. By aligning courses, our course catalogue, and expanding counseling services, more students than ever are on track to complete their A-G requirements.

ALL STUDENTS



English Learners



TARGET

70%

Foster

NA: fewer than 10 students

SOME ACTIONS IN PROGRESS

Expanded course offerings including online, summer school, and middle school courses

Aligned Course Catalogue

College/Career Counseling services & College and Career Specialists

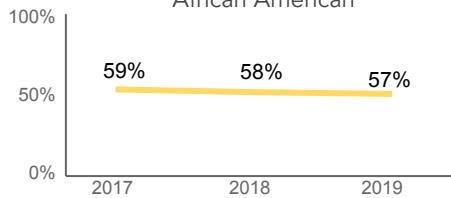
Parent University workshops

Data analysis to meet each student's individual needs

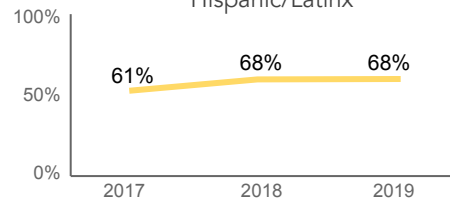
Student progress monitoring through the Parent Portal

On Track to College Letter for High School Students

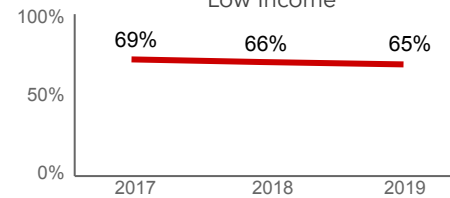
African American



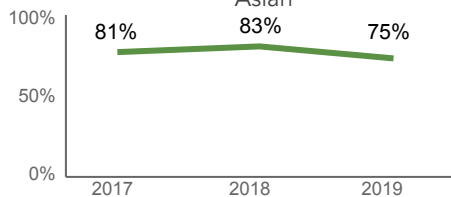
Hispanic/Latinx



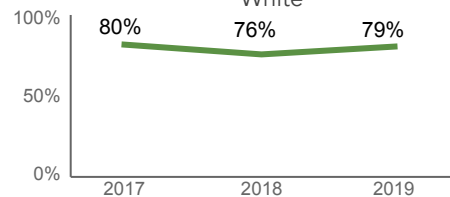
Low Income



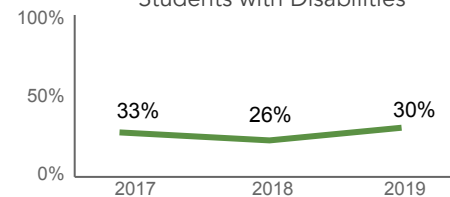
Asian



White

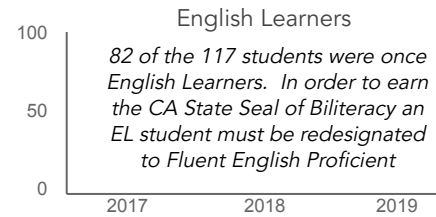
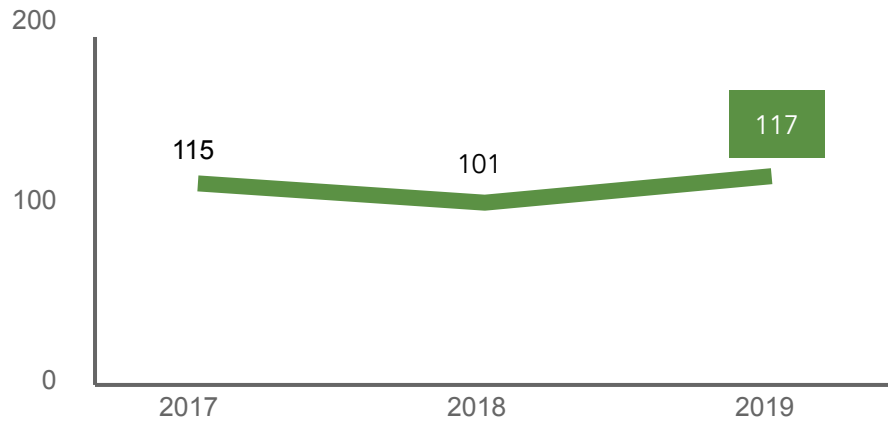


Students with Disabilities

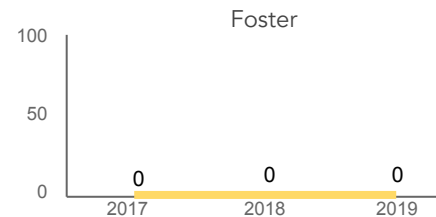


California State Seal of Biliteracy is the total number of graduates from the previous school year who earned the CA State Seal of Biliteracy. One way to demonstrate college and career readiness is by demonstrating a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. There is no state dashboard or report to compare NUSD results with other school districts, but the increase in the number of students earning the California State Seal of Biliteracy is a result of a district-wide commitment to support students.

ALL STUDENTS

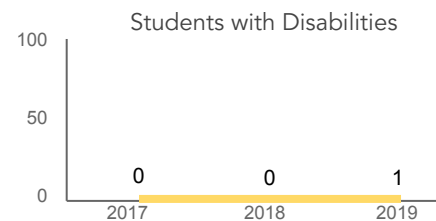
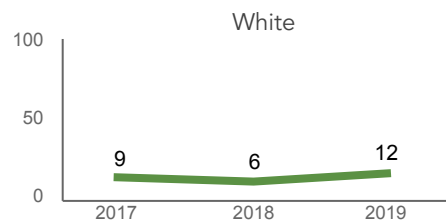
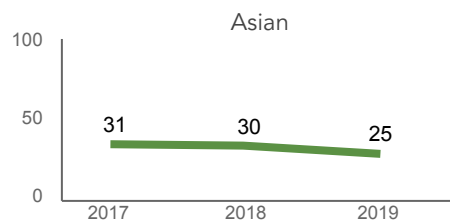
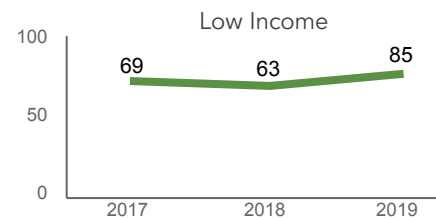
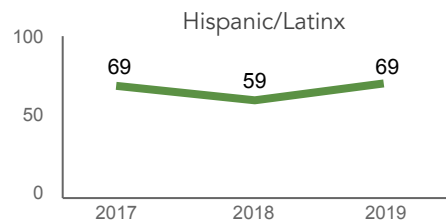
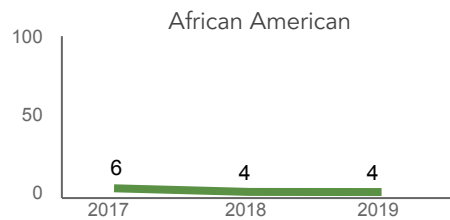


TARGET
100 students or more



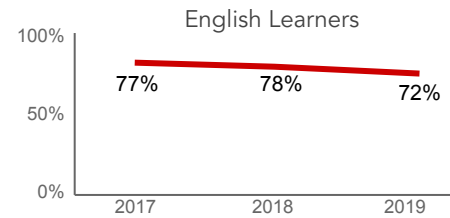
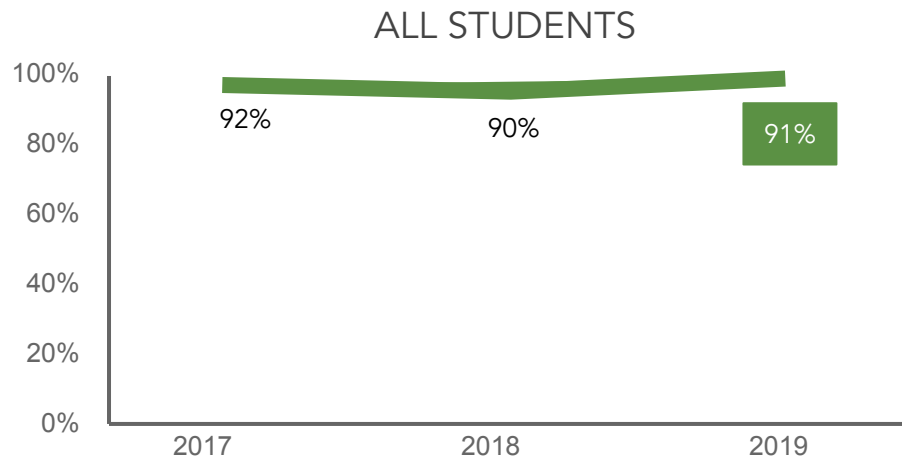
SOME ACTIONS IN PROGRESS

- Spanish is offered in grades 6-12
- Mandarin Chinese in grades 6-12
- French in grades 9-12
- AP and IB language course offerings
- Testing offered to students at NUSD

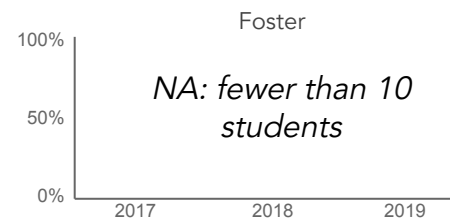


Note: Data on this page does not include results from NUSD independent charter schools.

SAT Participation is the total number of 11th grade students who took the SAT test during the school day divided by the total number of 11th grade students enrolled on test day. NUSD provides this unique opportunity for our students to take the SAT free of charge, during the school day. By expanding access, more students demonstrate that they are ready for college. Five years ago, around 1 in 5 students took the SAT or ACT test in NUSD, compared to today when 9 in 10 students do. Note that 2019 was the first year NUSD offered the SAT, and had offered the ACT free of charge to all 11th graders since 2015. Though the test changed, the participation rate is what is being monitored to ensure that all students have the opportunity to access higher education options after high school.



TARGET
90%



SOME ACTIONS
IN PROGRESS

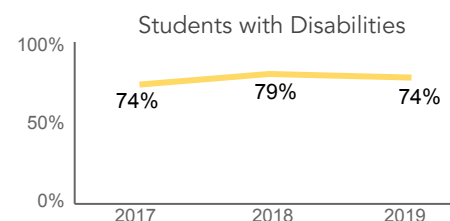
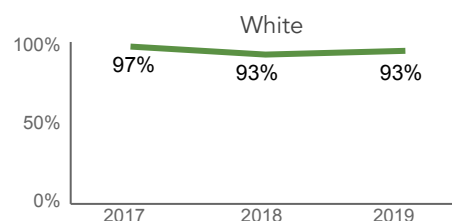
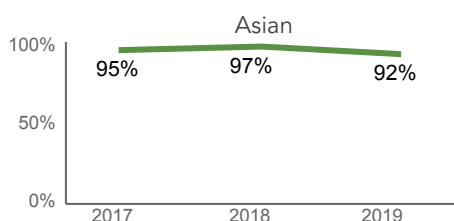
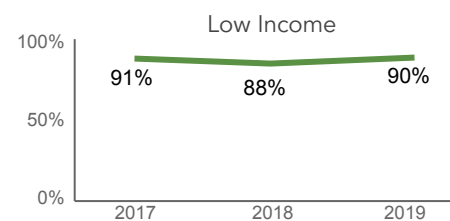
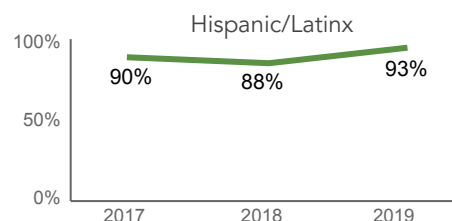
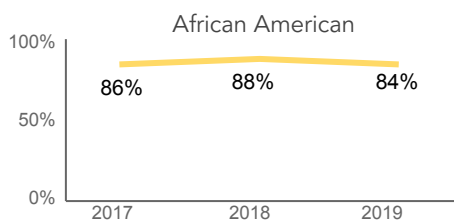
Providing SAT free of charge for all 11th grade students during the school day

Opportunity for seniors to take the SAT if they missed the test as a junior

Letters to parents informing them about opportunity and value for college/career preparation

Principal communications

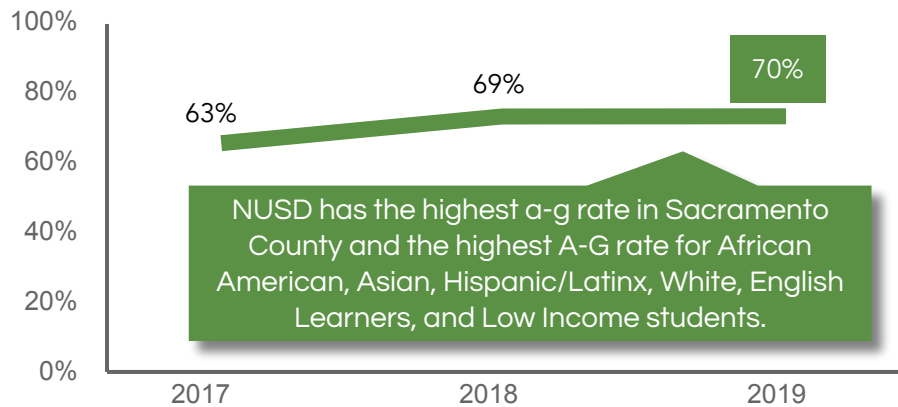
On Track to College Letter for High School Students



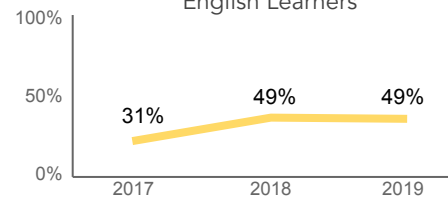
Note: Data on this page does not include results from NUSD independent charter schools.

A-G Completion is the total number of graduates from the previous school year who completed the UC/CSU A-G requirements divided by the total number of graduates from the previous school year. Data on this page reflect district-wide results, as reported by the California Department of Education, and includes independent charter schools. The 2019 rates are projections. Although the graduating class of 2019 finished school in May/June 2019, the official graduation and A-G rates will not be reported by the California Department of Education until December 2019. The most recently available public data show that NUSD has the highest A-G rate in the county and the highest A-G rate for African American, Asian, Hispanic/Latino, White, English Learners, and Low Income students.

ALL STUDENTS



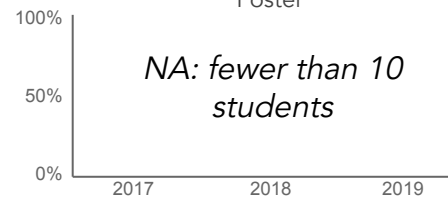
English Learners



TARGET

60%

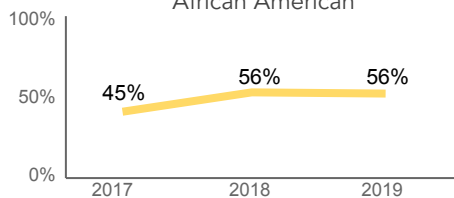
Foster



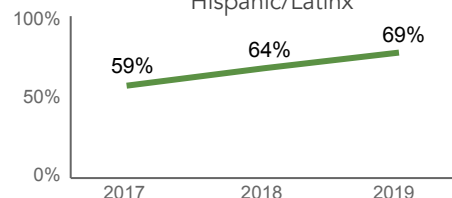
SOME ACTIONS IN PROGRESS

- Expanded course offerings including online, summer school, and middle school courses
- Aligned Course Catalogue
- College/Career Counseling services
- College and Career Specialists
- Parent University workshops
- Data analysis to meet individual students' needs
- On Track to College Letter for High School Students

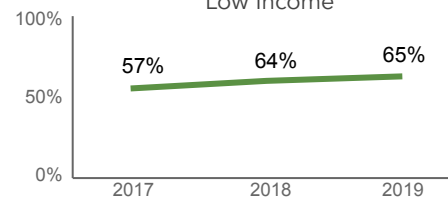
African American



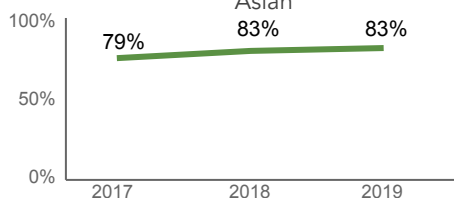
Hispanic/Latinx



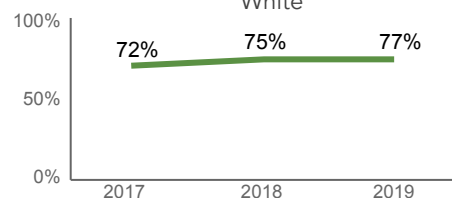
Low Income



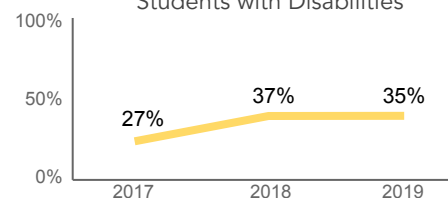
Asian



White

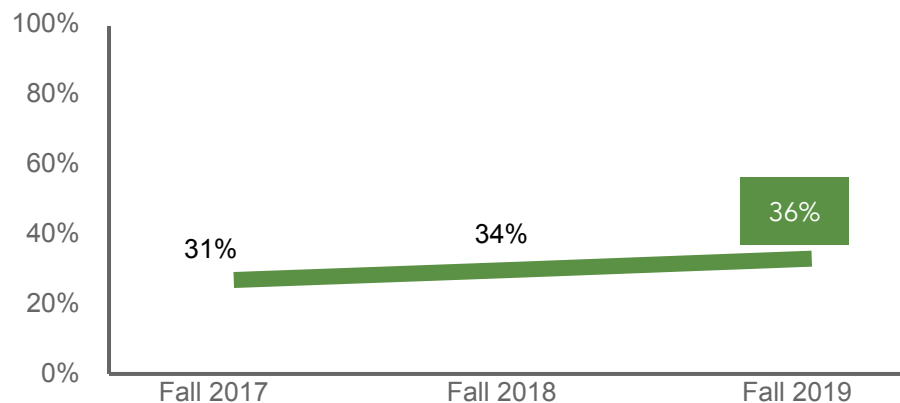


Students with Disabilities

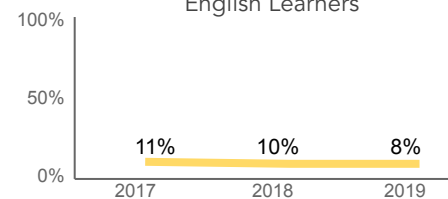


AP/IB Course Enrollment is the number of students who took at least one Advanced Placement (AP) or International Baccalaureate (IB) course divided by the total number of students enrolled in grades 9-12. Research shows that students who enroll in rigorous college level coursework, such as AP or IB, are more prepared for college even if they do not pass the exam. Natomas is the first district in the region to offer a TK to 12 IB program, and Natomas High School is an AP Capstone school. Because of these expanded offerings, more than 50% of our students take an AP or IB class before graduation and a third of all high schools are enrolled in one of these courses each semester. Additionally, in 2018, Natomas began a new partnership with the College Board focused on improving outcomes for our students.

ALL STUDENTS



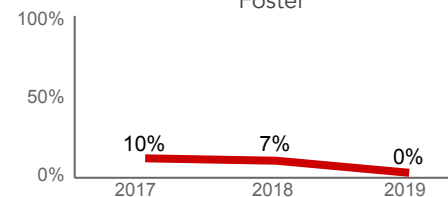
English Learners



TARGET

30%

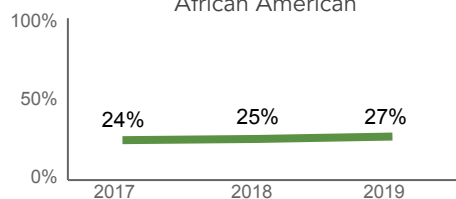
Foster



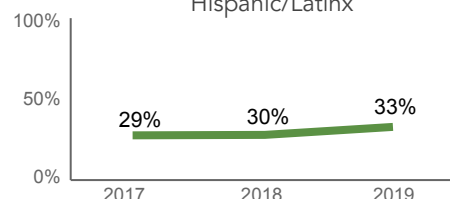
SOME ACTIONS IN PROGRESS

- College Board Partnership
- Khan Academy and Albert IO online supports
- Increased access to AP/IB courses
- AP/IB exams at no cost for our students
- Increased information for AP/IB opportunities for students who are not typically enrolled in AP/IB courses
- Academic counseling and intentional student placement
- On Track to College Letter for High School Student

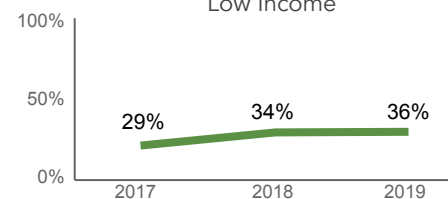
African American



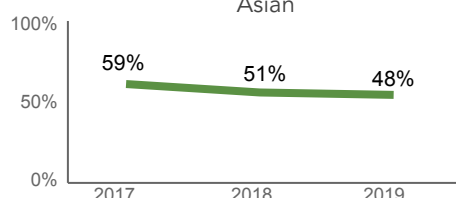
Hispanic/Latinx



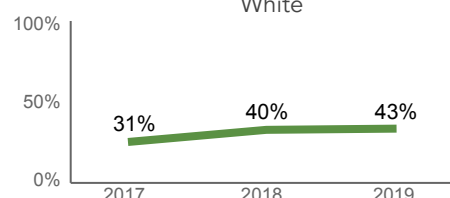
Low Income



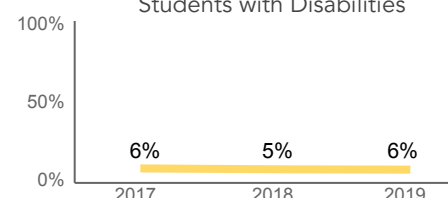
Asian



White



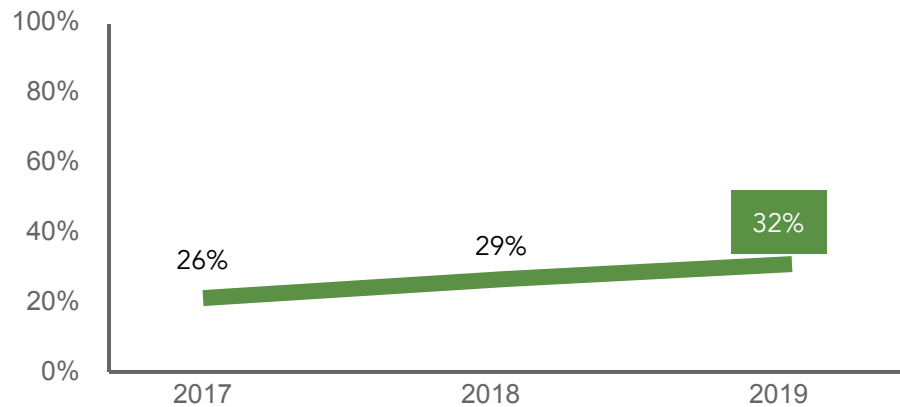
Students with Disabilities



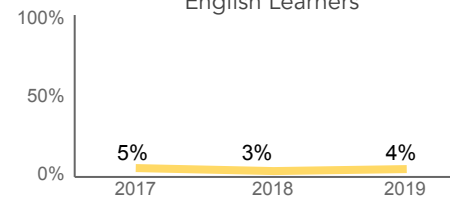
Note: Data on this page does not include results from NUSD independent charter schools.

AP/IB Test Taking Rate is the total number of students taking at least one exam divided by the total number of students enrolled in grades 9-12 the first week of October that school year. The Board of Education committed extra resources to ensure that all students who take an AP/IB class can also take the exam because NUSD pays for the AP/IB exam fees. With that investment in students, Natomas saw a big increase in the number of students taking an exam in 2019. Additionally, in 2018, Natomas began a new partnership with the College Board focused on improving outcomes for our students.

ALL STUDENTS



English Learners



TARGET

16%

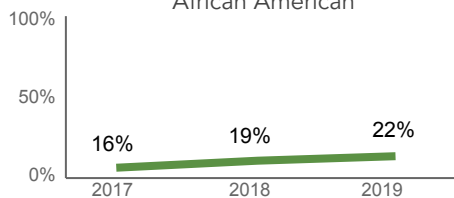
Foster

NA: fewer than 10 students

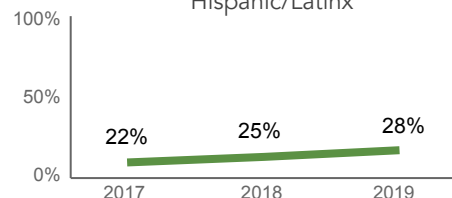
SOME ACTIONS IN PROGRESS

- College Board Partnership
- Khan Academy
- Increased access to AP/IB courses
- Offer AP/IB exams at no cost for our students
- Increase information for AP/IB opportunities for students who are not typically enrolled in AP/IB courses
- On Track to College Letters

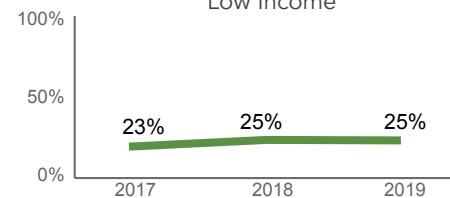
African American



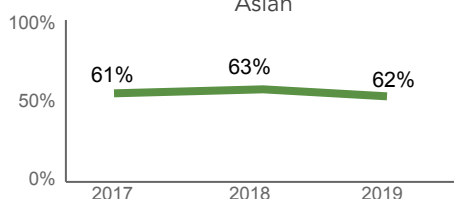
Hispanic/Latinx



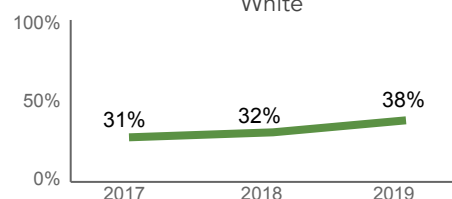
Low Income



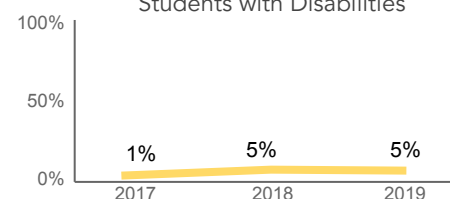
Asian



White



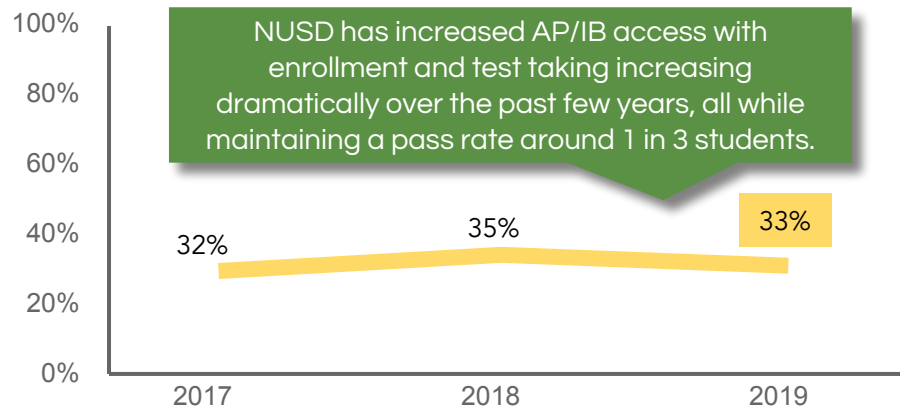
Students with Disabilities



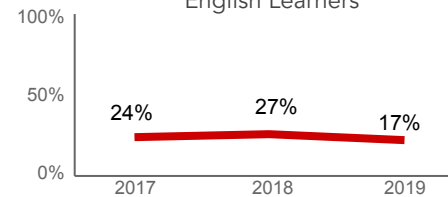
Note: Data on this page does not include results from NUSD independent charter schools.

AP/IB Pass Rate is the total number of students who pass an AP or IB exam divided by the total number of test takers. NUSD measures the student pass rate, rather than the test pass rate, because our intention is to give as many students as possible the opportunity to take an advanced course and pass a college level exam. In 2016 we started the AP Capstone program at Natomas High. In the 2017 school year, we expanded access to AP classes and testing in large numbers. It is normal when expanding access to see a slight drop in the overall pass rate. Also, in 2018, Natomas began a new partnership with the College Board focused on improving outcomes for our students.

ALL STUDENTS



English Learners



TARGET

40%

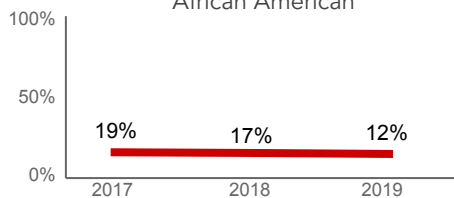
Foster

NA: fewer than 10 students

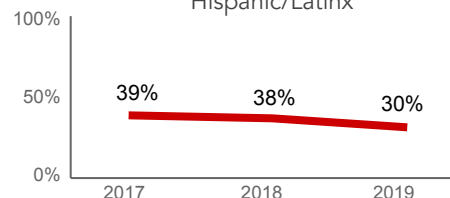
SOME ACTIONS IN PROGRESS

- College Board Partnership
- AP Work Team
- Khan Academy
- Increased access to AP/IB courses
- Offering AP/IB exams at no cost for our students
- Increased co-curricular programs, such as study sessions and practice tests to prepare students
- On Track to College Letter for High School Students

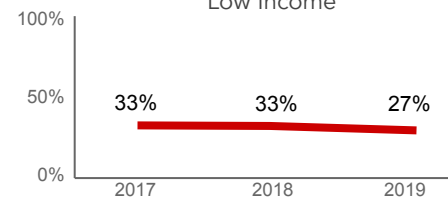
African American



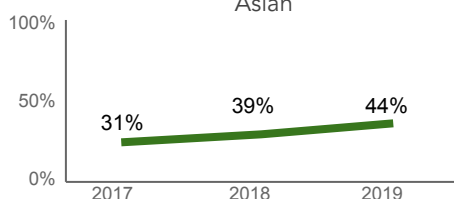
Hispanic/Latinx



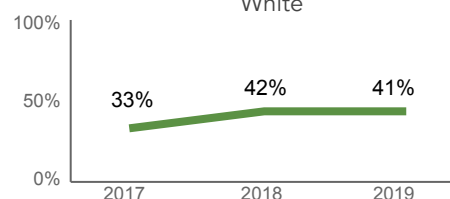
Low Income



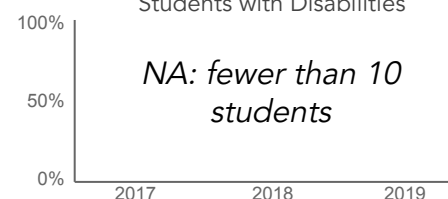
Asian



White



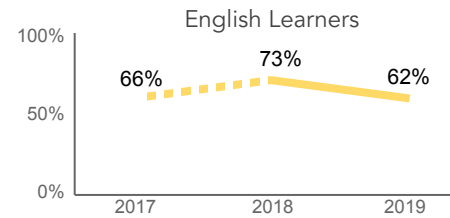
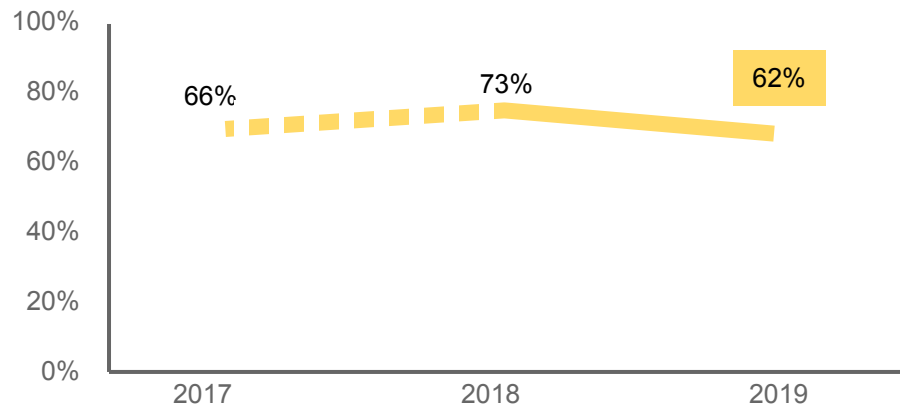
Students with Disabilities



Note: Data on this page does not include results from NUSD independent charter schools.

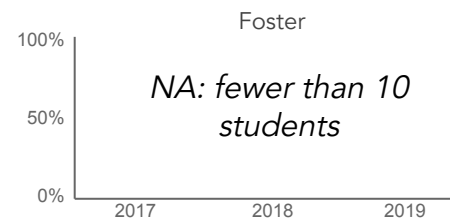
English Learner Progress is the total number of English Learners who improve one level or more on the Annual State test for English Learners or remain at one of the top two levels divided by the total number of English Learners who took the annual state test for English Learners. The State of California changed annual tests from the CELDT to the ELPAC in 2018 making comparisons between 2017 and 2018 challenging. *That change is denoted by a dashed line.* Also, note that the California State Dashboard reports EL Progress as a combination of test progress and redesignation rate, but NUSD reports these metrics separately.

ALL STUDENTS



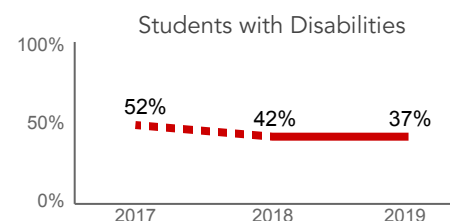
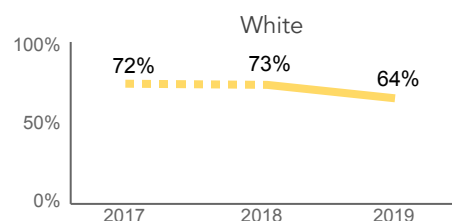
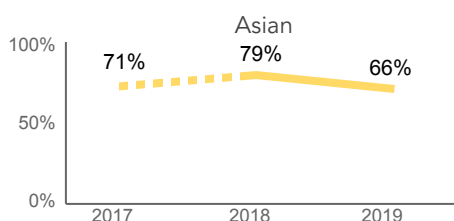
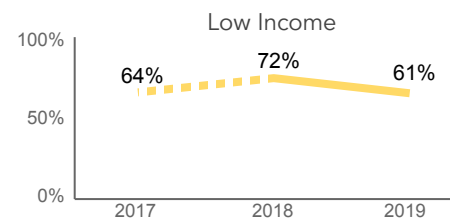
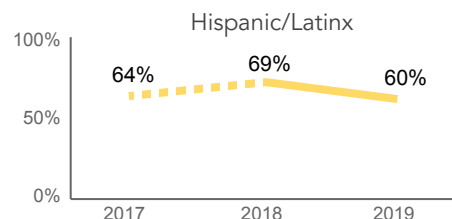
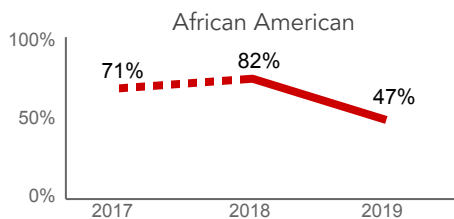
TARGET

70%



SOME ACTIONS IN PROGRESS

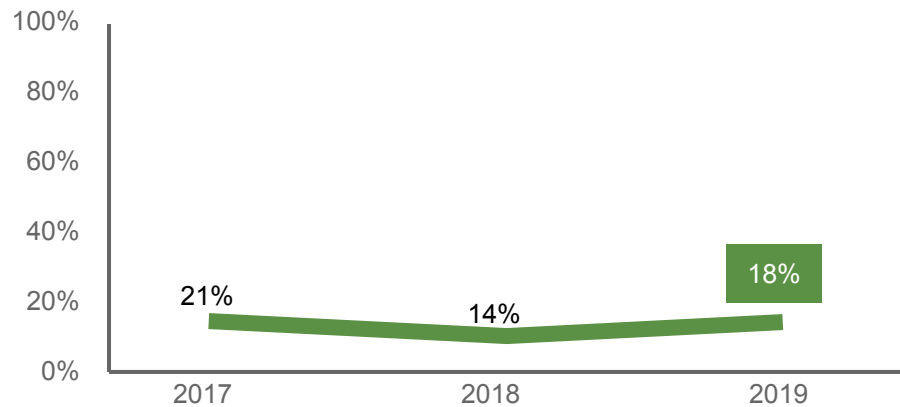
- Designated English Language Development
- WIN time for elementary students
- EL training for teachers and Specially Designed Academic Instruction in English (SDAIE) training for MS and HS teachers
- Site support data analysis
- Parent University
- District English Language Advisory Committee (DELAC) workshops



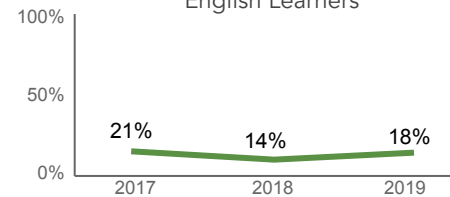
Note: Data on this page does not include results from NUSD independent charter schools.

English Learner Redesignation Rate is the total number of English Learner (EL) Students who were redesignated between the last two annual census dates (first week of October) divided by the total number of English Learners at the first of those two census dates. After a student is redesignated, staff continue to monitor their progress for four additional years, and provide support as needed. Some of the metrics in this District Progress Report show lower performance for EL Students in part because once a student demonstrates higher academic performance they may redesignate to Fluent English Proficient.

ALL STUDENTS



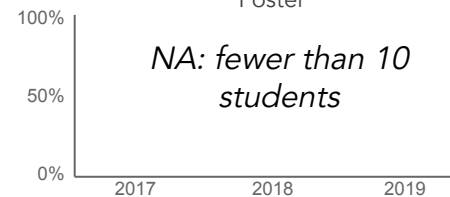
English Learners



TARGET
15%
or higher

Foster

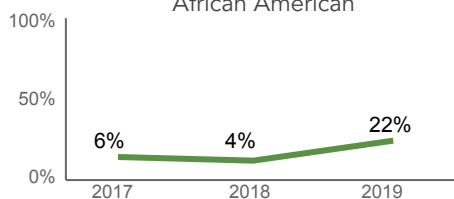
NA: fewer than 10 students



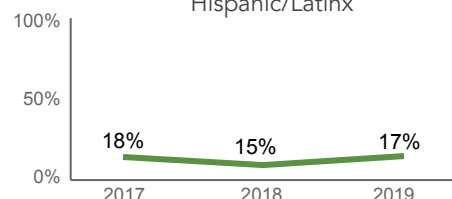
SOME ACTIONS IN PROGRESS

- Designated English Language Development
- Whatever I Need (WIN) time for elementary students
- EL training for teachers and Specially Designed Academic Instruction in English (SDAIE) training for MS and HS teachers
- Site support data analysis
- Parent University
- District English Language Advisory Committee (DELAC) workshops

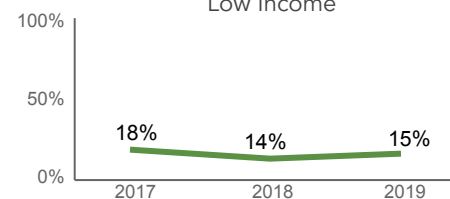
African American



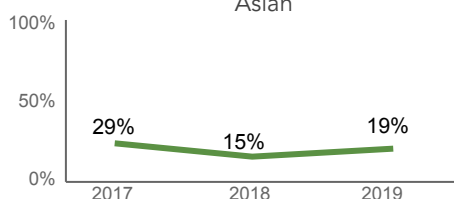
Hispanic/Latinx



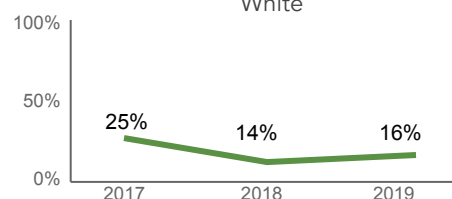
Low Income



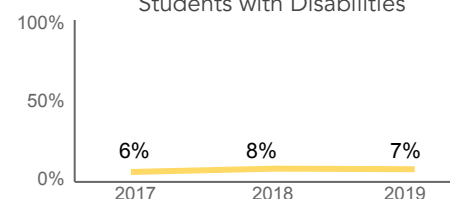
Asian



White



Students with Disabilities



Note: These graphs do not include Natomas Charter School students. The redesignation rates displayed above are reported from the year the student was redesignated. This is different than the State of California, which reports the rate during the following year.

- This report uses the most up-to-date data and resources available in NUSD at the time of printing: October 15, 2019.
- Throughout this report, on each of the metrics, some of the actions that are underway to support our students, staff, and school are listed. For an explanation of how we're addressing metrics in red, and to view some other actions in place, review our most recent LCAP: www.natomasunified.org/lcflcap
- Current status indicators and colors for high, medium, and low performance were selected based on: 1) comparisons to State and other local school districts, 2) using research in K-12 education, and/or 3) comparisons to previous performance in Natomas Unified School District.
- Unless otherwise noted on the bottom of a page, the data on that page include results from all NUSD schools, including independent charter schools.
- The data in this report do not necessarily match data on the California School Dashboard or California Department of Education Dataquest website because in some cases, those websites present information that is one or two years old, and may or may not include charter school results.
- Data are presented for the four largest ethnic groups in NUSD: African American, Asian, Hispanic, & White.
- Some data charts may not add up to 100% because American Indian/Alaska Native, Native Hawaiian or Other Pacific Islander, Students with Two or More Races, and Students without a reported ethnicity are included in the overall data but do not have individual graphs.
- Learn more about the District Progress Report (www.natomasunified.org/dpr) or our five year strategic plan called The NEXT 5 (www.natomasunified.org/thenext5) by visiting our website.

In 2017, our district launched an ambitious effort with our community to identify what is working, what is not, and where we need to go for the NEXT 5 years in Natomas Unified School District. There have been a lot of successes in NUSD, but there is still work to do.



Today, we are proud to share our fifth District Progress Report, which is like a checkup to see how we are doing along the way to achieve our district goals through 28 strategic directions.

This District Progress Report is a snapshot of our daily work as we prepare our students to graduate as college and career ready, productive, responsible, and engaged global citizens. It keeps us focused on supporting all of our students with particular attention on our most at risk students. It also provides consistency and reassurance that we will monitor our strategic directions and share our progress twice a year. To learn more, visit our website: www.natomasunified.org/dpr

Printed October, 2019



Fall 2017



Spring 2018



Fall 2018



Spring 2019



Fall 2019

Spring 2020

...and more...